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ABSTRACT

Thirty classroom activities in career guidance for grades 2-4 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonal effectiveness, work and life skills, and life career planning. Each activity lists subject matter area, (e.g., language arts, social studies or math), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

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2-4 Career Guidance Activities

INTERMEDIATE ELEMENTARY CLASSROOM ACTIVITIES

BY

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CE 018 135

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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INTRODUCTION

WHAT'S THIS?

This is the second in a series of three units of elementary classroom activities in career guidance. It has been developed for students in their intermediate elementary school years at developmental levels 2-4. The activities are organized into the three domains of the Georgia Comprehensive Career Guidance Model.

IS IT PRACTICAL?

The activities were prepared by a classroom teacher with classroom teachers in mind. Some have been read and "field tested" by classroom teachers. Every effort has been extended to make them practical. They are:

self contained. They require materials and resources which are universally available. The activities are not built around audio-visual aids which are sometimes difficult to obtain.

easy to use. Each activity contains a process description prefaced by vital information for the educator who will teach the activity. The pages have been color coded by domains.

- blue = INTERPERSONAL EFFECTIVENESS
- yellow = WORK AND LIFE SKILLS
- pink = LIFE CAREER PLANNING
- white = Resource Section

(The format is adapted from that devised by inspired colleagues on the Missouri Career Education Curriculum Project.)

complete. The Resource section pages are the hands-on materials for the students: questionnaires, games, transparencies, and sample letters to parents and community members. These pages are printed on white paper so you can make a Xerox copy. Then use a Thermofax machine to get a spirit duplicator master (or a transparency for the overhead projector). You then use the master to "run off" the required number of copies on your "ditto" machine. Each activity spells out the process, discussion points, materials, educator's preparation tasks, and student skills.

adaptable. While the activities have been thoroughly thought through, the educator is encouraged to adapt them to students' abilities, interests, learning styles, and attention spans. Feel free to enhance them with your own audio-visual materials.

infusible. Each activity develops skills from subject matter curriculum areas and from the Georgia Comprehensive Career Guidance Project list of 30 goals. Thus, the activities are integrated with the basic subject matter skills you are now teaching. In many cases the Career Guidance activities can serve as "triple whammy", relevant, motivating introductions to your subject matter units. Do infuse them with your academic curriculum. Suggested subject matter areas are given under EDUCATORS' INFORMATION of each activity. Resource persons are suggested to come to tell the students how they use these subject matter skills, thus testifying that what they learned in school is, indeed, relevant. In addition, Career Guidance concepts help students to be successful in interpersonal relations, self acceptance, responsibility.

study skills, work habits, decision making, and planning crucial aspects of their life careers.

personal. The activities have been based on this writer's elementary classroom teaching and student teaching supervision. There are messages written in boxes which come from this personal experience. These messages present:

-reminders.
-insights.
-encouragement.
-cautions.
-management tips.
-suggestions for relating the activities to the worlds of work, leisure, family life, and citizen participation.
-and, above all, support. Your willingness and the professional application of yourself and your skills will help students prepare themselves for life in a complex, challenging, and exciting world.

HOW CAN I GET THE MOST FOR MY EFFORT?

READ through the modules to get a feel for the domains and format. Also get familiar with the contents of the Methods guide. Read through the entire activity before teaching it, making notes on adaptations for your students. Check the thesaurus for synonyms to help define vocabulary words if necessary. Gather supplies and set up small groups where necessary.

Make use of your school GUIDANCE COUNSELOR. This person is a valuable resource of techniques, information, and materials. He or she can suggest helpful titles for your professional library on topics such as values education, self and others, and/or decision-making and planning. Invite your counselor to help teach and evaluate the success

of the activities. This person can help set up files on Community Resource Persons to be used by the whole school. The elementary counselor is a vital member of the educational team.

Let the CLASSROOM ENVIRONMENT evolve as you leave up students' work, charts, and posters. When you take down students' illustrations, make them into booklets. Place them on the chalk ledge. Let these accumulate throughout the year. They will serve as review and as Decision Time browsing material.

Set up DECISION TIME CHOICES for students' spare time. To be sure that even the slower workers get to choose, schedule a regular Decision Time each week. (See Activity Twenty-five for more details.)

Try for a facilitative CLASSROOM CLIMATE in which students feel free to try new things and take risks. Show them your mistakes and your strengths. Use positive reinforcement for effort as well as for success. Encourage students to try things, to find out about their interests. Get yourself organized so that, when you are "teaching", you can focus on the students rather than on the "script". Gone are the days of straight rows of desks nailed to the floor. Use your classroom furniture to suit your needs. Don't let it use you.

Get the PARENTS' COOPERATION. You may want to send them a friendly letter at the beginning of the year. Introduce yourself and your Career Guidance program. Assure them that this will not take time away from the three r's, but will help to point out the relevance of school subjects to the world of work. Tell them of your plan to use adults as resource persons to tell the students about the world of work.

TAKE CARE OF YOURSELF. So many people draw from the well of your resources. It's only natural to feel drained. Take a few minutes each day to relax and do something that rejuvenates you. Drink deeply for a moment of the pleasure you derive from something you really enjoy and don't suppress your sense of humor.

INTERPERSONAL EFFECTIVENESS DOMAIN

The activities in this domain deal with:

(1) human relations skills.

(2) relating with significant others.

(3) self validation.

(For a complete list of teaching points, see Appendix A)

ACTIVITY ONE: RESPONSES FROM A TO Z

EDUCATORS' INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, small groups

Total Time Two or three class periods

Concepts and Vocabulary Opposite ends, continuum, antonyms, feelings, responses

Educator's Preparation Tasks Prepare the flashcards described in (c) below. Designate a bulletin board or blank wall space with the caption, "Responses". Place the flashcards in pairs on the "Responses" bulletin board.

Materials/Resources Chalkboard, bulletin board, 24 blank flashcards

Skills Listening, responding to personal feelings

PROCESS

a. On the chalkboard draw a continuum line about ten feet long. If this is not possible, use masking tape on the wall to create a visible line. It should be high enough to be seen by the rest of the class when some of the students are standing in front of it.

b. Call their attention to the "Responses" bulletin board. Tell them that the pairs of responses are opposites. On the left end of the continuum line place the card "afraid". At the right end place the card "not afraid".

Tell them that a person could feel afraid or not afraid or almost not afraid or right in the middle between "afraid" and "not afraid". To show their feelings they will place themselves at the corresponding point on the continuum line.

c. Explain that you are going to read a question and write or tape up the flashcards with the two possible opposite responses. You will then ask for a few volunteers to show their individual responses to the question by placing themselves on the continuum line. You may want to give them a chance to explain their reasoning.

Remind them that their are no "right" or "wrong" answers. Their responses are to be based on their own personal feelings. Be sure the learners feel "safe" sharing their feelings.

Use the following questions. You may want to use two separate sittings to work through the list.

1. You and the baby-sitter are home alone. It is a stormy night. You have made popcorn and are ready to watch television. Suddenly it is dark and quiet. The electricity has gone off. What is your response? (afraid not afraid)

2. You are visiting with your neighbor. He tells you that his cat has been gone for two weeks. What is your response? (sad not sad)

3. Halloween is over for another year. What is your response? (happy not happy)

4. You have gotten new crayons and you are busy coloring and drawing. Your father tells you that you must stop and come to the table for supper. What is your response? (angry not angry)

5. You've been helping make and decorate cookies for the past hour. What is your response? (bored not bored)

6. The teacher has just announced that the President of the United States is coming to visit your school tomorrow. What is your response? (excited not excited)

7. The President of the United States has told you he wants to see more of your drawings. What is your response? (proud not proud)

8. You have been asked to read a message from the President of the United States at a meeting of everyone in the school. What is your response? (nervous not nervous)

9. Your teacher has just announced that there will be a class Valentine party this year. What is your response? (pleased not pleased)

10. You are in the hospital. It is night and you have to stay until tomorrow morning. How do you feel? (alone not alone)

11. Your birthday party is to begin in one hour. The telephone rings. It is your best friend calling to tell you that he or she is ill and cannot make it to the party. What is your response? (upset not upset)

12. Your birthday party is over. The guests have gone home after staying for two hours. How do you feel? (tired not tired)

d. Process the activity by asking the students to look through magazines for pictures of faces showing any of the responses on the bulletin board. Have them mount the magazine pictures on colored paper and complete the following sentences on the paper:

I think this person is feeling _____.
I can tell by the _____
_____.

Have the students tape up their completed papers at various points around the room. Leave them up so students can look at them during free times. They will also serve as examples of a wide variety of non-verbal feelings and responses.

Relate this activity to the school curriculum by using the pairs of flashcards on the "Responses" bulletin board to convert to pairs of antonyms where possible. Use this opportunity to show that the prefix "dis-" means "not", "un-" or "the opposite of" (unafraid, unhappy, unexcited, displeased).

ACTIVITY TWO: FRIENDSHIP WALL COMIC

EDUCATOR'S INFORMATION

Subject Matter Area Art, Language Arts

Class Grouping Whole class, pairs

Total Time Three or four class periods

Concepts and Vocabulary (See the topics in (c) below.) Getting and keeping friends

Educator's Preparation Tasks Group the children in pairs who will work well together. Write one idea from (c) below in permanent marker in a visible place on each piece of poster paper. Arrange the classroom furnishings to accomodate this activity.

Materials/Resources 22 sheets of plain white poster paper, crayons, book A Friend is Someone Who Likes You (optional), some comic books for ideas

Skills The ability to cooperate on a task, the ability to depict an idea with pictures, written language skills

PROCESS

> This is a timely activity for Valentine's Day, Brotherhood Week, United Nations Week, or at the beginning of the year. It can be used at any time.

a. Introduce this activity by asking for a few volunteers to complete the sentence, "A friend is someone who . . .". You may also want to read aloud Joan Walsh Anglund's book, A Friend is Someone Who Likes You.

b. Then talk about the ways a comic book presents ideas.

The pictures:
-use bright colors.
-depict action.
-contain interesting details.

The words:
-are understandable.
-come from the characters' mouths.
-are written in dialog bubbles.

c. Explain that the class is going to make a wall comic book; that is, a set of wall posters illustrated in the style of a comic book. Each poster will consist of a sequence in separate frames or of single illustration. The title of the wall comic book will be, "Making and Keeping Friends". Explain that the students will work in pairs for this activity. Each pair will be given one topic to make into a poster (comic book page). (If more structure is needed for this activity, one member of the pair could be responsible for the illustration, while the other member of the pair is responsible for the words in the dialog bubbles.) Use the topics (adapted from Wrenn & Schwarzrock, 1970) presented below. You may want to discuss them before dividing into pairs.

1. Want to be with others.

2. Be pleasant.

3. Be interested in what other people are doing.

4. Do little things for others cheerfully.

5. Try to avoid remarks that hurt others.

6. Be happy about other people's successes and let them know it.

7. Show kind feelings about the other person's failures.

8. Be understanding about the other person's worries.

9. Take part in the things others are doing.

10. Don't make jokes that will hurt someone's feelings.

11. Make others feel that you enjoy being with them.

12. Avoid being a show-off.

13. Use good manners.

14. Use good grooming.

15. Look for the reasons for someone's unfriendly behavior. ("Lone Wolf" is a coverup. "Funny Boy" might be seeking attention.)

16. Be willing to speak first, apologize first, or make the first move.

17. If it doesn't work to be friendly with one person, you may have to try someone else.

18. If you feel left out and hurt by your classmates, try not to be unfriendly with other people your age. Not all people are like them.

19. Like and feel good about yourself.

20. Stick up for each other.

21. If you want to <u>have</u> a friend, <u>be</u> a friend.

d. Distribute the prepared poster sheets to each pair and let them find a place to work. Suggest that they use another sheet of paper for planning and preliminary sketching. Allow a full period for this planning if needed.

Then allow several more class periods for them to draw, write, and color on their comic book pages (posters). Have the fast finishers do additional posters, if they are willing, until all 21 topics have been used.

Tell them that they will have another session where they all will read the giant comic book together.

e. In the separate session, have each pair in turn "read" and explain its page to the rest of the class.

Then tape the posters on one of those big, beautiful hall walls to benefit your students and others. Encourage their re-reading of these posters during their free time.

Other related books are:

(1) My Friend John by Charlotte Zolotow.
(2) Andrew's Amazing Boxes by Unada.
(3) Let's Be Enemies by Janice May Udry.
(4) Being Alone, Being Together by Terry Berger.
(5) Birthdays are Happy, Friendship is Too by Charlotte Sharer.

ACTIVITY THREE: SIX BEES

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Whole class

Total Time Two or three class periods

Concepts and Vocabulary Good listener, prepared, confident, opinion, sincere, understandable, tactful

Educator's Preparation Tasks Duplicate for each learner a copy of Resource section pages 86 and 87 .

Materials/Resources Two sticks for each learner about eight inches long, crayons, paste, scissors, pencils

Skills Ability to relate information to oneself

PROCESS

a. Call attention to the friendship wall comic pages relating to conversation (see ACTIVITY TWO: FRIENDSHIP WALL COMICS).

-Page 2 Be pleasant.
-Page 3 Be interested in what other people are doing.
-Page 5 Try to avoid remarks that hurt others.
-Page 19 Like and feel good about yourself.

Explain that conversation has two parts: listening and speaking. Today we are going to learn some speaking skills. These skills should help us to say what we think. To help us learn these skills we are going to use six be's. Direct their attention to the chart. As you read each item, ask the learners to help provide examples.

1. Be a good listener. Then others will listen to you.

2. Be prepared. Know what you're talking about.

3. Be confident. You have a right to your opinion.

4. Be sincere. Mean what you say.

5. Be understandable. Say what you mean and say it clearly.

6. Be tactful. Say something the way you would like to hear it.

b. Explain that they will be making scroll movies of six scenes from their lives. The movie frames have been prepared. They are to make drawings of occasions from their own lives when they used one of the reminders to help them speak up. If no such occasions come to mind, they may make them up.

Explain the sequence of steps on the top of Resource pages 86-87.

c. Allow necessary time for completion.

Adaptation

This activity can be completed by students in their spare time or used as reading seatwork.

d. Then process the activity by assembling the children in small groups. The learners can then take turns showing their "movies" and explaining them.

Extend this to other language arts activities. Use it as an introduction to homonyms. (Two words sound alike, are spelled differently, and mean different things.)

Use it also to introduce puns. Youngsters of this age are great punsters. (A pun is a play on a word.) In greeting cards the wrong meaning of a word is often the subject of the illustration. Set up a learning station where they can design greeting cards using puns. Let them display their finished products.

ACTIVITY FOUR: LEADING AND LISTENING

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class

Total Time One or two class periods

Concepts and Vocabulary Leader, speaker, listener, receiver

Educator's Preparation Tasks Prepare transparencies of Resource section pages 88 and 89.

Materials/Resources Overhead projector

Skills Listening, speaking

PROCESS

a. Ask the students to close their eyes and put themselves in a treehouse on a hot summer day with some of their friends. They are feeling bored with nothing to do. Last summer they put on a neighborhood carnival and lots of people came. Someone says, "Hey, I know! Let's put on a magic show." Everyone is excited about that idea and they all begin talking at once. They all are talking and no one is listening. Pretty soon they are telling one another to shut up and are calling each other names. Then Cedric, who is yelling the loudest, begins pushing Ellen, who is trying to explain her good ideas. Ellen gives up and starts down the ladder, yelling all the way. Jennifer, who didn't have a chance to say much, gave up long ago and sat down in the corner. She follows Ellen down the ladder. The two saunter off to find something else to do. That leaves Kevin and Cedric to handle the whole show. They know they'll never be able to do all that has to be done. So they decide to forget about it. The children missed a chance to have fun together and the neighborhood lost a chance to see the youngsters busy with something fun. They just need to be better listeners and leaders when they get together.

b. On the overhead projector show the transparency, LEADERS (Resource section page 88) and read the following.

> When people are together someone starts the conversation. This person chooses the topics and decides how personal it will be. He or she might say, "How are you today?" or "I see you have a new bike." or "I feel it's hopeless or try to put on a magic show because we don't know any tricks.". This last statement is more personal because it states <u>how</u> the person is feeling and <u>why</u>. The leader speaks up because what he or she has to say is important. Sometimes it's easier not to speak up because we think others will laugh at us or will think that what we say is dumb. But the more of our ideas people hear, the more understanding of us they will have.

c. On the over head projector show the transparency, LISTENERS (Resource section page 89). Read the following:

> There is a second role that is just as important as the leader role. When people take risks and <u>tell</u> how they feel and why, it is important that others show that they are listening and that they understand. A listener looks at the speaker and repeats how the speaker feels and why.

d. Explain that the class is going to practice being both leaders and listeners. Seat the whole class in a circle. Write on the chalkboard:

> Topic: Should we have school all year around?
>
> "I feel we (should should not) because _____ _____."

Tell them that each time a person tell how he or she feels about our topic and why, the next person to speak must show that he or she has listened. To do this, he or she must tell what the person said and then give his or her own response. For example:

> "Leonard feels that we <u>should not</u> because he doesn't like school. I feel we <u>should</u> because we need the education."

Adaptation

This activity can be adapted to the ages of students and subject matter area by changing the topic suggested in (d) above.

ACTIVITY FIVE: EFFECTS OF COMPETITION

EDUCATORS' INFORMATION

Subject Matter Area Art, Language Arts

Class Grouping Whole class

Total Time Two or three class periods

Concepts and Vocabulary Complete, competition, succeed, success, fail, failure, feelings

Educator's Preparation Tasks Thermofax an acetate transparency of Resource section page 90 . Duplicate for each learner a copy of Resource section page 90 . Think about occasions during your childhood when you tried very hard, wanted to succeed, and did not.

Materials/Resources Drawing paper, crayons, pencils, masking tape

Skills Drawing, coloring, applying information to oneself

PROCESS

a. As an experiment in competition, set up an art contest. Let the students know that this is being done as part of an experiment.

> It is never appropriate in the classroom to have learners compete against one another. But this contest has been suggested to facilitate the learners' exploration of the effects of competition. The particular focus is on the feelings that accompany not being successful.

Arrange for judges from another classroom. Remind them to be as fair as possible. The winners will be decided by secret ballot.

Explain and give examples of categories such as:

-portraits
-objects
-animals
-designs
-landscapes

Let the learners choose one category. Tell them that there can be only one winner in each category.

Assign each student an identifying number. This number, rather than the child's name, goes on his or her paper. Remind them that this is an experiment and that the purpose will be explained when it's finished.

Allow enough time so the learners can feel satisfied with their work.

When the judging is finished, announce the winner in each category. Do not show the winning picture.

b. In the next class period remind learners that there could only be one winner in each category. So the winner won at the expense of the other participants.

Ask them to sit quietly and think about their feelings when they didn't win. Tell the winners to think about another time when they didn't win. Distribute copies of Resource page 90. Show your transparency of this page on the overhead projector. Read it aloud as the learners follow along. Explain that usually the winner feels pretty good. And the loser might feel okay, too. However, it's common to have some of these feelings.

"Close your eyes, back up in time, and in your mind make a movie of the art contest. Remember the picture you drew. Recall the work and time that you put into it. Now I am about to announce the winners. What are your feelings? Now I have announced the winners. What are your feelings? Open your eyes. Can you find them listed on this sheet? If so, put an X in the box that describes them. If not, use one or both of the empty boxes to describe your feelings."

"Some people lose more often than they win. Their feelings of failure build up. Pretty soon they won't try because they don't want to lose. But they still need attention. So we see them hurting people and damaging property. This is as harmful to themselves as it is to others."

"Now we are going back to the art contest idea. Only we are not going to have a competition with winners and losers. We'll call it a festival or a display. And we'll ask you to tape your pictures anywhere in this room where there's a corner that needs brightening. If you wish, you may share your pictures with the rest of us. (Distribute their pictures.) You may want to put your names or initials on the pictures so we can think of you when your pictures brighten our days."

Encourage students to use free time to color more pictures for decorating the room. Set out a stack of drawing paper and a roll of tape for them to use during their Decision Time (spare time).

ACTIVITY SIX: MEETING SKILLS

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class

Total Time Allow 20-30 minutes for a weekly class meeting

Concepts and Vocabulary Business meeting, agenda, "sticking to the agenda", minutes of the meeting, government, democratic, democracy, input, discussion

Educator's Preparation Tasks Read "Essentials of Family Meetings" (Resource section page 91). For each week of the school year duplicate a copy of Resource section pages 92 and 93 . Designate a place for posting Class Meeting minutes and agendas.

Materials/Resources Overhead projector, nonpermanent transparency pen or a wax china marker

Skills Interpreting information, evaluating information, relating information to oneself, oral expression

In the Family Meeting of Dinkmeyer and McKay the role of chairperson rotates. In your Class Meetings, the teacher will need to chair meetings initially to provide a model and, perhaps longer for the younger learners.

In preparation for setting up your Class Meetings be sure to read Dinkmeyer and McKay's ESSENTIALS OF FAMILY MEETINGS on Resource page 91 . The numbers in ( ) on the lefthand side of the page are the Georgia Comprehensive Career Guidance levels at which these concepts will be emphasized.

To prepare further, introduce and post the AGENDA sheet (Resource section page 93). Discuss the terms "old" and "new" business. Tell the learners to put their names down when they have something they'd like to say at the next Class Meeting.

PROCESS

a. Begin by showing the transparency of HELPING HANDS CHART (Resource section page 92). After describing each job, choose a volunteer for it. (Be sure everyone gets a chance.) Write that person's name in non-permanent felt tipped pen on the transparency. (You can re-use the transparency.) After the meeting, have a student transfer the names to the HELPING HANDS CHART paper and post it.

b. Next, follow the agenda according to the items the students listed (Resource section page 93). Allow about 20 minutes for old and new business discussions, be sure to plan for some classroom fun or recreation. When time is up, underline the name of the last person to speak. Begin the next meeting with the first name under the line. This way, those who sign up will be guaranteed a time to speak.

c. Record the minutes of the meeting. Be sure to include decisions reached. Post them with the rest of the minutes and agendas. Allow for 1 or 2 students at a time to read this very important material during their Decision Time.

ACTIVITY SEVEN: WANNAS AND FEELGOODS

EDUCATORS' INFORMATION

Subject Matter Area Art, Language Arts, Health, Values Clarification

Class Groupings Whole class, small groups

Total Time One or two class periods

Concepts and Vocabulary Feel good, worthwhile, capable

Educator's Preparation Tasks Caption an empty wall display space "Wannas and Feelgoods" (see Resource section page 94). Duplicate for each student a copy of Resource section page 94.

Materials/Resources Crayons, pencils, scissors for each learner

Skills Interpreting information, coloring, drawing, cutting, completing a work task, group sharing skills

PROCESS

a. Ask the students to think of things they do because they want to. We repeat those things we want to do. It follows naturally that we do well those things we want to do. (Assessing one's interests, therefore, is a very important part of occupational preparation.) When we do something well, it usually makes us feel good, capable, and worthwhile.

Distribute copies of Resource section page 94, WANNAS AND FEELGOODS. Read it aloud while the learners "follow along". Ask them to draw and color a picture of one thing they like to do in each category. Then they will cut on the dotted line.

Adaptation

Older learners can add descriptions of their pictures.

b. Then assemble them in groups of five or six. Here they will take turns explaining (publicly affirming) their five choices to one another.

When this is finished, have them tape or pin their hearts on the prepared wall space or bulleting board. Encourage them to look and compare during their spare time.

ACTIVITY EIGHT: STEPS TO A GOAL

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Groups of four or five

Total Time One or two class periods

Concepts and Vocabulary Control, something I can do, goal, task

Educator's Preparation Tasks Duplicate and assemble both dice for each small group (see Resource section pages 95 and 96). Divide the class into small groups.

Materials/Resources None

Skills Comprehension, relating information to oneself, oral expression

PROCESS

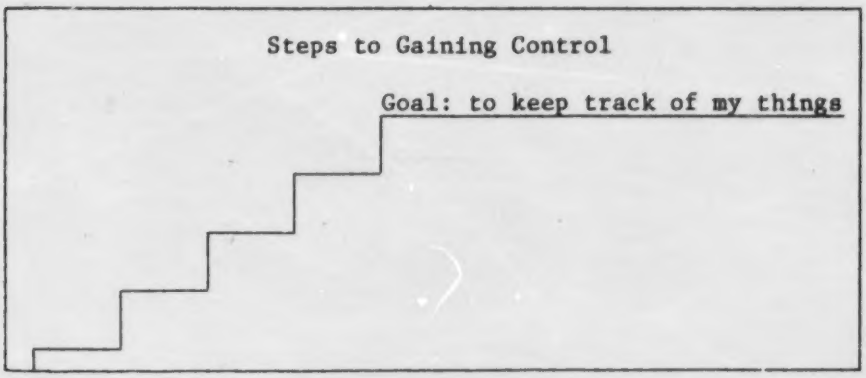
a. Remind the students of the story "The Little Engine That Could". The Little Engine wanted to make it to the top of the hill; that was his goal. Getting there would help him to feel he had some control over his environment. It would make him feel good. It seemed like a huge distance from the bottom to the top. If he had stood at the bottom and looked at the top, he might have decided it was just too far--that he'd never make it. But he took one little inch at a time and told himself he could do it: "I think I can, I think I can."

   We, too, can tackle big things. We need to think of the great big thing as a bunch of smaller steps. We can take one small step at a time. In the process, we will see that we ourselves can work toward control.

b. Show the assembled dice. Explain that students will take turns rolling one die and then will read aloud the goal, or big step, that lands face up. Students will then think of one small step (or action) that would get them closer to that goal. The players may choose someone to help think of a small step or action. We want to get students thinking about the value of

using smaller steps to help make the environment, including things and people, more manageable. It is important that they can exert control.

c. Process the activity by posting a large piece of paper captioned "Steps to Gaining Control". On it draw stair steps. On the top step, write "Goal: To keep track of my things."



Invite learners to fill in the little steps during their Decision Time (when their work is finished). Post several of these if you like. Ask the students to suggest goals or take them from goal dice on Resource section pages 95 and 96.

The steps posted on each chart may end up in an illogical order. If so, invite students to put them in order by writing a number in front of each step.

This might be a good activity to refer to when introducing the concept of sequential order in reading skills.

Use it also to introduce unfamiliar plurals to older students:

Singular	Plural
die	dice
stadium	stadia
auditorium	auditoria
criterion	criteria

ACTIVITY NINE: WE'RE ALL O.K.!

EDUCATORS' INFORMATION

Subject Matter Area Social Studies, Language Arts

Class Grouping Small groups of five or six, whole class

Total Time Two or three class periods

Concepts and Vocabulary Individual differences, change, strengths

Learner Prerequisites Small group work skills, written language skills, some understanding of the interviewing process

Educator's Preparation Tasks Read through the entire activity and plan the number of steps your group can complete in each session. Read the section on interviewing in the methods guide.

Materials/Resources A clean envelope for each learner, 12 strips of white paper for each learner, a pencil for each learner, two paper clips for each learner, writing paper for each learner

Skills Groups work skills, classifying information, relating information to oneself, listening, comprehending, oral expression, conducting a simple interview, written language

> It is important to give children responsibility in the classroom. But this requries some training first. You and your students will have much more flexibility if you are not dominated by the furniture. They can do a very good job of moving desks into different arrangements and back again. Before moving something ask them to pause and take a mental picture of where it goes again when finished.

PROCESS

a. Assemble learners in small groups. Distribute the envelopes and strips of paper. Ask each learner to put his or her name on the envelope.

> To insure their future participation, this activity must carry with it little or no risk for the students. You must, therefore, be sure that they focus on the strengths of one another or they may feel a need to withdraw or to act out in order to protect themselves. Remind them of the purpose of the activity: to feel good about the strengths we have. We are not to write or say means thing. That is not appropriate.

Take a few minutes to define the word "strength". Write the word "strength" on the board and ask for volunteers to use it in a sentence until someones uses it to refer to "personal assets". Explain that we <u>all</u> have strengths. We are pretty much aware of our own weaknesses. But we don't always see our own strengths. Sometimes we are delightfully surprised when someone points them out. Explain that these strengths can include what a person has or is, such as blue eyes, a quick temper, and is friendly with new students. Strengths can also inclue what a person can do, such as spell, draw interesting pictures, and keep track of things. Have them think of specific things, rather than "nice", "smart", and so on.

b. They will do this activity by passing their envelopes to the person directly to the right of them. That person writes, on a strip of paper, a strength of the person whose name is on the envelope. The writer puts it into the envelope and passes it to the next person on the right. This continues until the envelopes goes around the circle twice and gets back to its owner. The owner also adds to his or her own strength envelope.

Allow time for the learners to read, digest, and feel good about their own unique characteristics and abilities. Tell them that this reading is to be done without sharing. They can take their envelopes home and save them to read when they feel in need of some self confidence.

c.

> This next step requires that the parent and child spend some time together talking at home. Therefore, you will need to allow several days to accommodate the parents and their schedules and to allow the "forgetters" some practice becoming responsible "rememberers".

Tell the students to go home and interview their parents to find out some of the things they could do at age two. Students may want to inquire about specific abilities: "Was I able to open doors?".

> If the students do not have access to someone who knew them at age two, suggest that they interview any parent for a description of that ability in the "average", two-year-old child.

Let them draw pictures and/or take turns telling about the things they could do when they were two years old.

> You might ask some of the students' parents to come and bring baby books which they have compiled. They might be able to speak about the emergence and development of personality traits. (Encourage them to speak about constructive, positive traits.)

To correlate the activity with the world of work, invite a school nurse or a physician's secretary to come to class and explain how they record changes in their child patients. Ask them to tell why this information is important. Ask them to tell the class what academic skills they use in their work. Ask them also to tell about their training and preparation for the job and what school subjects were required to begin that training.

WORK AND LIFE SKILLS DOMAIN

The activities in this domain deal with:

(1) daily living skills.

(2) task responsibility and employability.

(3) work and leisure environments.

(For a complete list of teaching points, see Appendix B.)

ACTIVITY TEN: WHERE THE MONEY GOES

EDUCATORS' INFORMATION

Subject Matter Area Math

Class Grouping Whole class arranged in a large circle around 1,000 "dollars" laid out on the floor

Total Time Two class periods

Concepts and Vocabulary Living expenses, monthly income, food, clothing, shelter, taxes, insurance, household maintenance, personal maintenance, medical, dental, optometric, gifts, recreation, services, budget, transportation

Learner Prerequisites Understanding of sequential order of numbers 0 - 100, awareness of 1-, 2-, and 3-place numbers.

Educator's Preparation Tasks Duplicate 125 copies of Resource section page 97. Make one copy of each page of Resource section pages 98 -99 . Cut apart the set of expense cards.

Materials/Resources Chalkboard or a large sheet of poster paper, rubber bands

Skills Counting to 1,000, comprehending, relating information to oneself

> This activity is about spending money and is called "Where the Money Goes". It could be preceded or followed with a study of where money comes from or how students themselves can earn money. For this use the Bread and Butterflies film, "Treasure Hunt" and the accompanying curriculum guide. My Bread and Butterflies Career Book is a student workbook. You may also use the section from it entitled "Treasure Hunt".

PROCESS

a. Before the actual activity begins, have students cut apart the sheets of the "dollars" found on Resource section page 97. (You will need to have a total of about 1,000 of them for this activity.) You could also use the one-dollar bills from play money or Monopoly. You will need a thousand in ones. The paper cutter could be used by your or an aide to speed the cutting process.

b. Then, push aside all furniture. Spread out the 1,000 dollars in a huge area so the children can get some idea of how much it actually is. Then when they return to the room, have them sit in a circle around the dollars.

c. Begin by asking them to close their eyes a minute to try to think of all the things on which their parents spend money. Then ask them to list together these expenses under the word "Living Expenses" which you have written on the chalkboard or a large sheet of poster paper. They might think of only those things for which they <u>see</u> their parents pay. But there is more to "living expenses" than meets the eye: one of the main points of this whole activity!

d. The income of this family is $12,000 per year. That is $1,000 per month. Tell them that the monthly income is laid on the floor so the whole class can see just "Where the Money Goes".

   Ask for a volunteer to read aloud the first of the numbered "Expenses" cards. Be sure students understand the meanings of the various expense card words. Ask for another volunteer to take the directed number of dollars from the floor and bind them to the corresponding "Expenses" card, which was just read. Continue taking turns until all the "Expenses" cards have been played or all the money is used up.

   Then talk about:

   1. what expenses are left unpaid.
   2. how much money was left.
   3. what could be done with the remaining money.
   4. what students purchase as consumers.

e. Process this activity by having students sort the expense cards into two categories: expenses of the parent as consumer; and expenses of the child as consumer.

This career education concept can be presented with any or all of the following math skills:

- couting by 10's, 5's, and 2's to 100.
- reading and writing 2- and 3-digit numerals.
- reading, writing and understanding number values through 1,000.
- reading and writing number words.
- distinguishing between odd and even numbers.
- understanding our base - ten number system.
- understanding the meaning of zero.

ACTIVITY ELEVEN: CITIZEN OF THE DAY

EDUCATORS' INFORMATION

Subject Matter Area Math, Science, Social Studies, Language Arts

Class Grouping Whole class

Total Time Five or more class periods of 20-30 minutes each.

Concepts and Vocabulary The relevance of school experiences to the citizen's role (The vocabulary will evolve as the resource persons make their presentations.)

Educator's Preparation Tasks Read the Methods guide section dealing with classroom visits by resource persons. Duplicate for each students a letter to their parents and a response form like those on Resource section pages 100 and 101. Ahead of time, prepare the students for the visits by the resource persons.

Materials/Resources None

Skills Listening, comprehending, questioning to get more information, relating information to oneself

PROCESS

a. Send home copies of the letter and response form found on Resource section pages 100 and 101. Allow a week for the forms to be returned.

b. Prepare the students by playing a listening game. Children sit in small groups. The first person says, "My name is Mary and I like to dance." The second person say, "Her name is Mary and she likes to dance. My name is Leonard and I like to play sports." The third person says, "Her name is Mary and she likes to dance. His name is Leonard and he likes to play sports. My name is Kevin and I like to watch cartoons." Each person starts at the beginning, working up to himself or herself. Encourage good listening, rather than helping.

c. Then tell them about good listening.
   A good listener sits quietly.
   A good listener looks at the speaker.
   A good listener's questions are on the subject.
   Post these on a chart on the wall.

d. Then on the next day present your first citizen. Continue with one each day. As you teach, point out other skills citizens use in their volunteer activities.

e. After an appropriate number of class periods, process the activity. Have the children list names of citizen roles. Include speakers who came plus:
- School board members
- Contributors to the March of Dimes
- Scout leaders
- Drivers for school field trips
- Candy Stripers
- Religious Education Teachers
- Landlords
- YMCA Big Brothers
- Volunteer Firepersons

See how many they can list.

ACTIVITY TWELVE: WORKING TOGETHER

EDUCATORS' INFORMATION

Subject Matter Area Reading

Class Grouping Whole class, reading groups

Total Time One reading group class period

Concepts and Vocabulary Objective, indirectly

Educator's Preparation Tasks Duplicate for each learner a copy of Resource section page 102.

Materials/Resources None

Skills None

PROCESS

a. Before reading period introduce the activity. Tell them about the word "objective" (purpose, goal, or what we want to happen).

Then tell them that we are going to do some detective work. We will look at ways we ourselves help our reading group get the work done and how others help get it done.

b. Distribute copies of Resource section page 102, WORKING TOGETHER TO GET THE WORK DONE. Ask the students to bring these to the reading group when they come.

c. Proceed with your reading group lesson. Before returning youngsters to their seats remind them to fill out the sheets as soon as they sit down.

d. Process the activity at the end of that day's reading period. Have the children take turns sharing their ideas on their completed Resource section page 102.

Younger students may have only two. Older students may have more ideas down on their papers. Some students may say that no one else helped them. Introduce the word "indirectly". Someone may have helped indirectly by being quiet and not distracting another person.

ACTIVITY THIRTEEN: YOUR WORK IS YOUR MASTERPIECE

EDUCATORS' INFORMATION

Subject Matter Area Art, Social Studies

Class Grouping Large groups, small groups

Total Time One class period

Concepts and Vocabulary Satisfaction

Educator's Preparation Tasks Gather a collection of art reproductions and/or hand-made pottery

Materials/Resources Reproductions of art masterpieces and/or pieces of hand-made pottery

Skills Relating information to oneself, listening, comprehending, group work skills

PROCESS

a. Introduce the activity by presenting some great art reproductions. Focus on the artists' signatures. You may want also to show some pieces of hand-made pottery with potters' marks on the bottom.

Break the class into small groups. Give to each group an art reproduction or a piece of pottery. They are to look at the object and think of reasons why the artist or potter put his or her name or mark on the finished piece. Ask them to look for specific things. Appoint a recorder for each group.

b. Reassemble the large group. Have each recorder read aloud his or her group's list of reasons.

Usually artists don't sign their work unless they feel good about it. Hopefully, most of the reasons the children give will relate to the artists' satisfication, pride, or good feelings. Point this out to the students.

Use this activity to give students practice in developing map skills. Let each group locate the origin of its art masterpiece or piece of pottery.

ACTIVITY FOURTEEN: THE FIRST STEP

EDUCATORS' INFORMATION

Subject Matter Area All

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Task, task completion, steps

Educator's Preparation Tasks Duplicate and assemble for each group a spinner game (Resource section pages 103 and 104). If necessary adapt tasks to group needs or subject matter areas by making a blank one and writing it in.

Materials/Resources Brass fasteners

Skills Comprehending, group work skills, relating information to oneself

PROCESS

a. Arrange learners in groups. Give to each group one of the complete spinner games, WHAT WILL YOU DO FIRST? (Resource section pages 103 and 104).

Tell the students that when we want to get something accomplished we can help ourselves by thinking of the first step and by doing it. For example, the first step in getting dressed in the morning is taking off our pajamas. Then we put on our clothes. We need to take the steps in order.

Tell them to take turns at the spinner game. "It" spins and reads the task aloud, then says the first steps. "It" may ask for help from the other group members. And the other group members may disagree. No matter. The purpose of this activity is to focus on the concept of the first step in task completion.

> The Bread and Butterflies film "The Racer" will enhance this activity, especially at the fourth grade level. The accompanying curriculum guide for teachers has suggestions for extending this concept.

Relate the concept of a sequence of subtasks to spelling. Present these steps to help learn new words:

(1) Look at the word.
(2) Say the word.
(3) Close your eyes and spell the word.
(4) Open your eyes and write the word.
(5) Check the word.

ACTIVITY FIFTEEN: SPIN THE OCCUPATION

EDUCATORS' INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Small groups of six or eight

Total Time One class period

Concepts and Vocabulary Personal characteristics, interests (what you like to do), abilities (what you are able to do), values (how you feel about doing it)

Educator's Preparation Tasks Prepare and post a chart of the incomplete sentences in (b) below.

Materials/Resources An empty soda bottle for each group, a blank nametag for each learner, straight pins

Skills Listening, oral expression, relating information to oneself

> Bread and Butterflies: A Curriculum Guide for Teachers presents ideas for extending the concept of personal characteristics. These are presented in the section dealing with the film "Me, Myself, and Maybe". See also the same section in My Bread and Butterflies Career Book.

PROCESS

a. Ask the students to think of an adult worker they know - a parent, friend, or relative. Then distribute the blank nametags. Have them write the worker's occupation on the blank nametag and pin it to their shirts. Help them with spelling. Urge them to write so others can read it - perferably in black crayon.

b. Then arrange the students in groups. Give a soda bottle to each group.

Explain "Spin the Occupation". The students sit cross-legged in a circle on the floor. They take turns spinning the bottle. "It" is the person to whom the bottle top points when the bottle stops spinning. "It" may ask for help from the person to whom the bottle bottom points.

c. "It" will say the occupation written on his or her nametag. "It" will then complete the following three sentences which appear on the posted chart:

SPIN THE OCCUPATION
ABILITIES (1) A _____ needs to be able to _____.
INTERESTS (2) A _____ probably enjoys _____.
VALUES (3) A _____ might feel that _____ is important.

EXAMPLE:

(1) "A farmer needs to be able to add up his bills."

(2) "A farmer probably enjoys animals."

(3) "A farmer might feel that nutritious food is important."

Relate this concept to the academic curriculum. Have students choose the school subject which they like best. Have them generate a list of occupations which might utilize that interest. They might brainstorm in small groups.

You might use the same format but have the students choose the subject which they feel they do the best.

ACTIVITY SIXTEEN: LEISURE FITS IN TOO

EDUCATORS' INFORMATION

Subject Matter Area Art, Language Arts, Social Studies

Class Grouping Whole class

Total Time Two class periods

Concepts and Vocabulary Leisure, leisure time, leisure-time activities, interview

Educator's Preparation Tasks With pencil, prepare the mural paper by dividing it into "puzzle" pieces. Number each piece. Read the Methods guide section on interviewing skills. Duplicate for each student a copy of Resource section page 105.

Materials/Resources Water colors, Tempera paints, brushes, felt-tipped pens, crayons, scraps of construction paper, scissors, and paste for a mixed media mural, two pieces of mural paper about ten feet long

Skills Listening, comprehending, gathering information independently

PROCESS

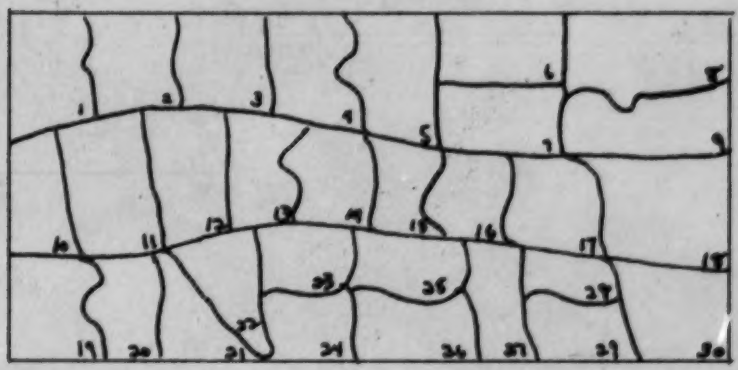
a. During the first class session you will prepare the students to gather information. They will find examples of adults' leisure time activities.

Ask them to interview an adult tonight to discover his or her favorite leisure time activity. Distribute copies of Resource section page 105, INTERVIEW STARTER QUESTIONS. Role play an interview with a student. The teacher should conduct it using the starter questions as a guide. The interviewer should ask additional questions so the students understand that:

(1) They may need to ask additional questions for clarification.
(2) To be effective, an interviewer should have certain topics on the agenda.

Ask them to come to school tomorrow ready for the next step. Tell them they will share the information they get about leisure time activities. They will put all of their information into a picture.

b. Prepare the puzzle mural paper.



Allow one piece for each student. Write the number in permanent felt-tipped marker. Tell the students <u>not</u> to cover it. The number will help put it back together. Cut the pieces apart. Give one piece to each to illustrate the information gathered in last night's interview. The number must remain in the lower right corner to have the completed pictures be right side up in the assembled mural.

> If someone did not complete the interview, allow that person a few minutues to interview one of the adults who works in the school.

c. Allow a couple of class periods so the students can show their pictures, telling how they illustrated the information gathered in the interview. Then put the pieces together on the large uncut sheet of mural paper. Paste them to the sheet. Let it dry. Hang it on one of those big, beautiful hall walls under the caption, LEISURE FITS IN TOO.

Expand students' awareness of the world of work. Invite a recreation director or physical education teacher to speak as a resource person. Have this person tell about the value of recreation and leisure in our lives. He or she can also describe tasks and settings of this occupation.

ACTIVITY SEVENTEEN: YOU ARE NEEDED

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Large group presentation with the activity completion as a Decision Time Choice

Total Time 30 minutes for the introduction

Concepts and Vocabulary Our varied roles, contributions stemming from our various roles, respect as a reward

Learner Prerequisites Motivation to make a contribution to a group effort

Educator's Preparation Tasks Prepare the fill-in wall chart (in (a) below)

Materials/Resources A length of butcher or brown paper large enough for the wall chart in (a) below

Skills Comprehending, observation, making an independent contribution to a group effort, sustaining a feeling of responsibility for a group project, copying dictionary pronunciations of words

PROCESS

a. Post the following fill-in chart in a spot where it can remain undisturbed:

NUMBER WORDS		COLOR WORDS		SCHOOL WORDS		HOME WORDS	
How it looks	How it sounds	How it looks	How it sounds	How it looks	How it sounds	How it looks	How it sounds
one		red		school		home	
two		yellow		desk		father	
three		blue		book		mother	
four		green		pencil		brother	
five		brown		teacher		sister	
six		purple		student		bed	
seven		orange		action		toys	
eight		gold		lunch		help	
nine		silver		exit		clothing	
ten		black		fun		love	

Call attention to the chart. Ask learners to complete it in their spare time. Tell them that everyone's contribution will help finish the project. Let them initial their contributions. They will find these words in the dictionaries. Tell them to get the correct spellings of the words they bring as well as pronunciations. Point out the pronunciations for the list of number words. Allow for differences in the pronunciation symbols in various dictionaries.

b. KEYS

Color Words

red	rĕd
yellow	yĕl′ ō
blue	blo͞o
green	grēn
brown	broun
purple	pûr′ pəl
orange	ôr′ inj , ŏr′ inj
gold	gōld
silver	sĭl′ vər
black	blăk

School Words

school	sko͞ol
desk	dĕsk
book	bo͝ok
pencil	pĕn′ səl
teacher	tē′ chər
student	sto͞o′ dənt
action	ăk′ shən
lunch	lŭnch
exit	ĕg′ zĭt , ĕk′ sĭt
fun	fŭn

Home Words

home	hōm
father	fä′ thər
mother	mŭth′ ər
brother	brŭth′ ər
sister	sĭs′ tər

bed	bĕd
toys	toiz
help	hĕlp
clothing	klō' thĭng
love	lŭv

(Pronunciations were taken from Morris, 1969.)

Remind them that everyone's help is needed. Tell them also that the teacher is not going to remind them to contribute: the goal is to complete the chart as soon as possible. Emphasize the fact that every single contribution will help. It will be fun to see how soon and how well the chart is finished.

When the chart is completed, discuss the following:
--Who made the contributions?
--What are the rewards of the contribution to a group? money? respect? satisfaction? new information?

c. Tell the students to think of a contribution as a way of helping. Tell the students that they have seen how they contribute in their work at school. Now ask them to divide paper into three parts. In one part they will write contributions they make as workers at school. In another part they will list contributions they make at home as family members. In the remaining part they will list contributions they make at play or leisure as leisure participants. Remember, "contribution" means "way of helping".

d. Process this activity by letting each student read aloud his or her three unique contributions.

ACTIVITY EIGHTEEN: WHAT'S MY LINE

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups of two or three

Total Time Two class periods

Concepts and Vocabulary School, community, interview

Educator's Preparation Tasks Divide the students into small work groups of two or three. Read the Methods guide section on interviewing. Arrange ahead of time for children to interview some school workers - once for this activity and again for activities nineteen and twenty.

Materials/Resources For each group a large piece of poster paper labeled TASKS, pencils, crayons, paints, felt-tipped markers (optional) for each group, magazines, scissors, and paste.

Skills Group work skills, interviewing skills

PROCESS

a. Divide the class into work groups. Assign each group one of the following school workers to interview about their work:

_____ custodian	_____ nurse
_____ cook	_____ principal
_____ music teacher	_____ student
_____ librarian	_____ student teacher
_____ remedial reading teacher	_____ teacher aide
_____ special education teacher	_____ teacher

Ask them to find out the different tasks each one performs. Tell them that they will then illustrate this information on charts. Charts present more than one idea about a single topic. Posters consist of one main idea.

Post the completed charts all around the room.

ACTIVITY NINETEEN: WORK ROLES CHANGE

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups of two or three (same groups used in ACTIVITY EIGHTEEN: WHAT'S MY LINE?)

Total Time One class period

Concepts and Vocabulary Work, role, change, job history

Educator's Preparation Tasks Duplicate for each group a copy of Resource section page .

Materials/Resources None

Skills Listening, comprehending, summarizing, reporting

PROCESS

a. For this activity the students will return in their same groups to the school worker they interviewed in ACTIVITY EIGHTEEN: WHAT'S MY LINE?.

This time they will interview the worker to discover the different jobs held by that worker. They can go all the way back to part-time jobs they held as teenagers or work they did as pre-teens. Suggest that the interviewer begin with his or her present and work backward. They will put the information on Resource section p. 106.

Have them put the worker's name and present job at the top: Ms. LeFever, Nurse.

Allow time for each group to share its list of the worker's jobs with the rest of the class. Each group should post its job history near its tasks chart prepared by the learners in ACTIVITY EIGHTEEN: WHAT'S MY LINE?.

ACTIVITY TWENTY: JOB FAMILIES

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Interests, abilities, job history

Educator's Preparation Tasks Duplicate for each group a copy of Resource section page 107.

Materials/Resources Each group's completed copies of Resource section page

Skills Categorizing, listening, comprehending

> For extending these concepts see Bread and Butterflies: A Curriculum Guide for Teachers pages 28-32. These are teaching suggestions for use with the film, "Me, Myself, and Maybe". These suggestions may be useful with fourth-grade age children.

PROCESS

a. Give to each group a copy of Resource section page 107, INTERESTS AND ABILITIES.

Have each group return to the same school worker it interviewed in activiites 18 and 19. Ask them to find out that person's interests and abilities.

Adaptation

The younger students may not have enough written language skills to record the interviewer's responses. In this case the interviewee should write them after he or she talks to the students.

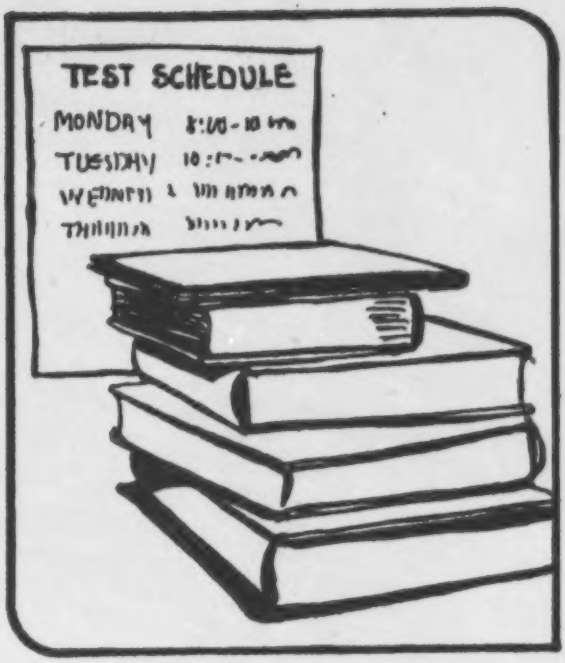
b. Allow time for each group to share this information with the rest of the class. Then post the interviewee's completed INTERESTS AND ABILITIES sheet with his or her task chart (see ACTIVITY EIGHTEEN) and job history (see ACTIVITY NINETEEN).

c. Process this activity by asking each group to look at its interviewee's job history and interests/ability sheets (Resource section pages 106 and 107).

Ask each group to categorize the jobs held by its interviewee as "Interests" or "Abilities" (Resource section page 107). The jobs which do not fit into either of these two may be written in the third box.

Adaptation

Have younger groups find only 1 or 2 examples of the interviewee's previous jobs that relate to his or her interests and abilities.



LIFE CAREER PLANNING DOMAIN

The activities in this domain deal with:

(1) planning skills.

(2) the educational environment.

(3) self understanding.

(For a complete list of teaching points, see Appendix C.)

ACTIVITY TWENTY-ONE: OUR ACTIONS GIVE CLUES TO OUR VALUES

EDUCATORS' INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, pairs

Total Time One class period

Concepts and Vocabulary Value, cherish, treasure, prize, hold dear

Learner Prerequisites None

Educator's Preparation Tasks Prepare a Thermofax transparency and one copy for each student of Resource section page 108.

Materials/Resources None

Skills Drawing inferences, comprehending, completing work tasks

PROCESS

a. Introduce this activity by presenting a list of synonyms for the verb value: cherish, protect, cling to, hold dear, prize, treasure, and think it important. Ask for a few volunteers to use the word in a sentence. You might help by stating: "I frequently label places where things will go and then put them there. Can you tell that I think an orderly classroom is important?"

Tell the students that our actions give us clues about the kinds of things we value.

> Let the students sit in pairs for this activity. Do this so that the less able readers can get help with words from the better readers. This is not a test of reading ability, but a look at a process. This sheet has no "right" answers. Responses may vary.

b. Project MATCHING (page 108) on your overhead projector. Distribute copies of it and read with them item number one under "What I Do Freely". Point to the item on your transparency as you read it aloud. Ask the students to look in the column, "What I Value" for the rest of the sentences. Continue this way until all have finished.

Adaptation

The older students may be able to complete this sheet independently.

c. Process this activity by telling the children that we need to know what's important to us. We can find that out by looking at what we do without being told to do it. These actions frequently tell us what we think is important.

Have the students put their names on their papers. Collect and store their completed sheets in their folders. Get them out in a few months. Let students examine them to see if their values have changed.

ACTIVITY TWENTY-TWO: EITHER/OR

EDUCATORS' INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Whole class

Total Time One class period

Concepts and Vocabulary Alternatives, choices, consequences, influenced

Educator's Preparation Tasks None

Materials/Resources None

Skills Listening, following directions, applying information to onself

PROCESS

a. Have the students move the desks so that there is a wide path from one end of the room to the other. Then the teacher asks a question like: "Which would you like to learn, roller skating or ice skating?" Point to or post the choice words on the two sides of the room. Tell them that they have to choose from two alternatives. One alternative is roller skating. The other alternative is ice skating. Those who would choose roller skating go to the one side. Those who would choose ice skating go to the other. Then each student finds a partner on the same side and explains:

(1) the reasoning behind his or her choice.
(2) how life would be different if he or she had chosen the other side.

Give an example of how their lives might be different with (or what might be the consequences of) each choice. If they chose roller skating:

- they could never take part in the Olympics.
- they could practice outside on the sidewalk.
- they could roller skate to school with friends.

If they chose ice skating:

- they would have to practice on ice.
- their outdoor practicing would have to be done in cold weather.
- they might have to pay to practice on an ice rink.
- they might possibly take part in the Olympics.

Then everyone turns to the center of the room and the teacher continues with the questions. The students should be encouraged to find a new partner each time. Choose five or six of these or make up your own.

Which would you choose?

1. to hang a "No trespassing" sign or a "Welcome" sign?
2. to visit a roaring river or a quiet lake?
3. to be a talker or a fighter?
4. to have a rope or a kite string?
5. to live on a mountain or in a valley?
6. to be a leader or a follower?
7. to have a paddle or a ping pong ball?
8. to have a crayon or a pencil?
9. to play with a pogo stick or roller skates?
10. to live in the city or in the country?

b. Summarize the activity by saying that we are forced to make choices. Our lives are influenced by the decisions we make. It is easy to see that if we had chosen the other alternatives our lives would have been different.

c. You may want to process this activity by having the students take turns making "I learned . . ." statements.

ACTIVITY TWENTY-THREE: CONSEQUENCES

EDUCATORS' INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, small groups

Total Time Two class periods

Concepts and Vocabulary Generate, alternatives, possible consequences, brainstorming

Leaner Prerequisites Ability to read and write

Educator's Preparation Tasks Prepare a copy for each student of Resource section pages 109 and 110.

Materials/Resources Paper and pencil for each recorder, pencil for each student

Skills Ability to relate information to oneself, interpreting information, comprehending

PROCESS

a. Begin this activity by assembling the students in small groups. Ask for a volunteer in each group to be that group's recorder. Choose from among your better writers.

Ask if anyone has ever been in a rainstorm (lots of rain). Ask if anyone has ever been in a brainstorm (lots of ideas). Tell them that brainstorming is a helpful way to "generate" or "think up" lots of ideas.

Present and discuss the brainstorming guidelines:

1. Try for lots of ideas.
2. Do not judge the ideas.
3. Let the ideas be wild.
4. Use the ideas of others.

Distribute copies of "Brainstorming Topics" (Resource section page 109). Tell the students that each small group will choose its own topic from the list. They will brainstorm for ideas as the recorder writes each idea. Allow a few minutes for each group to choose a topic.

Allow about ten mintues for the brainstorming.

Circlulate among them and let them "bounce ideas off you".

Adaptation

The youngest students may need to go through this process as a class. If so, prepare CONSEQUENCES (Resource section page 110) as a transparency and use it on your overhead projector. In this case, state their responses simply enough so they can copy them. You may also do only one alternative's worth of consequences.

b. Process the activity by having the recorder from each group read aloud the ideas they generated.

This activity is adapted from: Bernhardt, E. You can decide, (Developmental Level K-3). Columbia, Missouri: Instructional Materials Laboratory, 1976.

ACTIVITY TWENTY-FOUR: SETBACK SALAD

EDUCATORS' INFORMATION

Subject Matter Area Health, Reading, Social Studies

Class Grouping Whole class

Total Time Two consecutive class periods

Concepts and Vocabulary Chance, approach, planning, satisfying results, setback, accomplished

Educator's Preparation Tasks Prepare and post three copies of the "Setback Salad" posters in (a) below

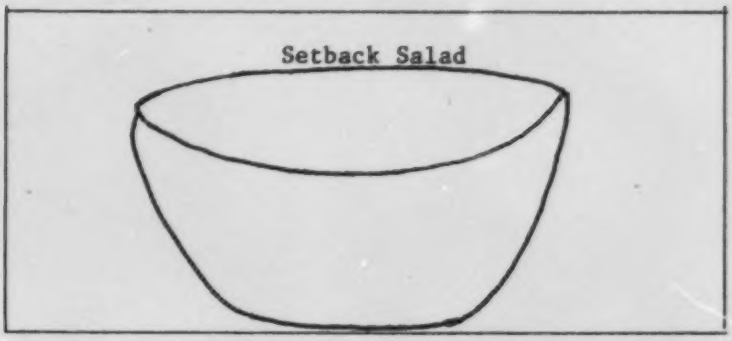
Materials/Resources A felt-tipped pen for the educator, paste or glue for students

Skills Written language skills, group work skills

> This activity consists of three main sequences. First the learners will use the trial and error or chance approach to "make one big salad" (by listing the ingredients). It is expected that they will end up with a fairly unsatisfying result. Next, they will use the planning approach, hopefully with better result. Last, they will be asked to compare the two appraches to a task.

PROCESS

a. Ask the students to think about all the different kinds of salads there are. Tell them that you are all going to make one big, imaginary salad. Have each student write one ingredient on a scrap of paper. Ask the students to put paste on their slips and paste them in the "bowl".



When you are finished, point out strange conbinations- maybe you have watermelon and onions in this salad. Then ask the students if they would want to eat it. (The response you want is a resounding "NO!").

b. Tell them you'll try again. Repeat the procedure described above. Have the students paste (or you can write) these ingredients on your second blank "Setback Salad" poster. Point out unusual combinations. Maybe something like marshmallows and French dressing. Try to get them to say they wouldn't eat this one either. Say that you have one more "salad bowl" left so they can try one more time.

c. Repeat the procedure described in (a) above. When all ingredients appear in the third "salad bowl" have a little discussion:

> Our task today was to make a salad, a satisfying salad. We all had different ideas of what that is. That's okay. So we tried. We all took a chance and wrote down any old ingredient. It should have made a mighty good salad. When it didn't turn out we took another chance and tried it the same way again. When <u>that</u> didn't turn out, we tried it the <u>same way again.</u> We were just trying any old thing over and over without any specific plan. We call this the trial-and-error method of doing something. It is also call the chance method, as in take a chance. When we use this method it hardly ever works well. If it does, it's just luck. When we need to move ahead, the trial-and-error method ususally just sets us back and we don't get the job done. <u>Tomorrow</u> we are going to try to make a salad again. <u>But</u> we will use the <u>planning</u> method and then see which method gets more satisfying results.

d. During the next class period present the poster:

Satisfying Salads	
Fruit Salad	Vegetable Salad

Explain the plan:

> Once more, write a salad ingredient on a scrap of paper. Also add the words "fruit salad" or "vegetable salad" at the bottom. Then we will sort and categorize the ingredients.

Have the students apply glue to these scraps of paper and paste them in the appropriate "bowl".

e. To process this activity, ask the students:

(1) which plan they preferred, and
(2) why.

Or you may want volunteers to make "I learned . . ." statements.

Post a list of some of the salad ingredients for reading seatwork or Decision Time.

Grade Two

(1) Alphabetize the words.
(2) Draw a picture illustrating each word.
(3) Write a telling sentence for each word: begin with a capital letter and end with a period.

Grade Three

(1) Write the number of syllables in each word.
(2) Underline each accented syllable.
(3) Find each word in the dictionary. List the two guide words on the page where you found the word.

Grade Four

(1) Find each word in the dictionary. Beside it, write its pronunciation. Divide each word into syllables. Use the dictionary to check.
(2) List the state where each salad ingredient might originate.
(3) Write the correct abbreviation for each state listed in (2) above.

ACTIVITY TWENTY FIVE: WORK SKILLS

EDUCATOR'S INFORMATION

Subject Matter Area Math, Science

Class Grouping Whole class, small groups

Total Time Three or four class periods

Concepts and Vocabulary Continuum, half way, assignments, assess, assessment, work skills

Educator's Preparation Tasks Prepare 2 copies for each student and a transparency of Resource section page 111. In addition you may want to prepare the adaptation of it (Resource section page 113) for use in teaching percent and bar graphs to the older students. Make a copy for each student of Resource page 112.

Materials/Resources 10 sheets of newsprint, crayons, paints, brushes

Skills Interpreting information on a graph, constructing a simple bar graph (optional), responding on a graph, applying information to oneself

The self-assessment instrument on Resource section page can give useful feedback to the teacher. If there are lots of responses for an item in the "Never" or "Hardly Ever" columns look at it with an eye to something you may or may not be doing. Take responsibility with the students for their improvement in these work and study skills. Encourage their looking at the posters and remembering the suggestions given.

Sometimes students see us as being too busy to answer their questions. Be sure they have the freedom to ask a peer when you are "tied up". Then reinforce their having taken the initiative to find out something they didn't understand. Keep an eye out for work that is too hard or too easy. If you have it already, you'll see children develop positive self-concepts and responsible work attitudes.

PROCESS

a. For this step, distribute copies of WORK SKILLS SELF-ASSESSMENT (Resource section page 111). Introduce a self-assessment instrument as "a test which we give ourselves and which measures things that only we ourselves know". Self-assessments can also help us compare our progress or changes. We will take the test today. Then we will learn about work skills. Then we'll assess ourselves in two weeks to see if we are making better use of work skills.

Use your overhead transparency to read through the self-assessment with the students. Have them mark an X in red under the appropriate column. (This is an excellent introduction to interpreting graphs.)

b. Then divide your class into 10 small groups or pairs. Assign to each group one of the assessment items to illustrate on a poster or chart. The item will be the caption of the chart. The students are to supply, in words and pictures, specific examples.

c. During the next class period, have each group explain its chart to the rest of the class. Tape the charts on your classroom walls. Refer to them as you teach.

> By now all the things posted on those walls provide stimulation and review for the students. These walls tell of your thoughtful, well-planned instruction and of the students' productive involvement. Keep using those walls, doors, windows, shades, and hallways!

Then distribute copies of WORK SKILLS I USE (Resource section page 112). Have each student find an adult worker to fill out the sheet. When the sheets are returned, post them in a group. Ask the students to discover:

(1) an occupation which does not use all of these skills.

(2) possible reasons why all skills may not be used.

You may use this activity to reinforce the concept of percent for the older students. Use Resource section page 113, to introduce percent and horizontal bar graphs.

ACTIVITY TWENTY-SIX: POSITIVE FOCUS

EDUCATORS' INFORMATION

Subject Matter Area Math, Social Studies, Language Arts

Class Grouping Groups of three

Total Time One class period

Concepts and Vocabulary Focus, sticking to the subject

Educator's Preparation Tasks None

Materials/Resources None

Skills Listening, speaking, focusing on the speaker, communication skills

The Positive Focus Game by Saville Sax is a technique for helping students understand and develop basic communication skills. In this game students learn to focus complete attention on the person who is talking, to hear, to respect, and to try to understand how he or she feels. This technique can also help build self concept: it gives students total attention and the feeling that what they have to say is important. Sax devised it for older students.

Elliott Seif designed a simpler version for elementary students: Game of It. It is this simpler version which forms the basis of this activity. Our thanks to Sax and Seif (Howe and Howe, 1975, pages 56-63).

PROCESS

a. Introduce the concept of <u>focus</u> as "trying to see something more clearly" or "trying to make something more clear".

Tell the students they will be playing a game where they will be focusing on the ideas of one another. There will be three players in each group. Tell them that, like all games, this one has rules. Write the headings as you tell the students the explanations given in the boxes:

FOCUS
DRAW OUT
ACCEPT

(1) Focus:

> The focus person is to be the absolute center of attention for two whole minutes. The other group members can do and say nothing to turn the group's attention to themselves. They can't argue, express their opinions, or disagree. They must save their opinions for later when they are the focus person or center of attention.

(2) Draw out:

> The other two people ask questions to draw out the focus person. The questions should help the focus person explain his or her ideas. The questions should help keep the focus person on the subject. If the focus person feels the question is not helpful, he or she may say so with such statements as:
>
> "That's off the subject."
> "Tell how you feel when it's <u>your</u> turn."

(3) Accept.

> The two questioners should try hard to understand the focus person's point of view. They do not have to agree with it, but they must accept his or her right to say it. They should encourage him or her with:
>
> "I understand what you are saying."
> "I understand why you feel that way."
> nods and smiles.

b. Explain the procedure of the game. The focus person is "it" for two minutes. The other two people are asked to listen to the "it" person, not to talk except to ask questions that will help "it" explain. At the end of the two minutes, the other two people try to remember what the "it" person said and repeat it back to him. (This obviously calls for listening effort and concentration.)

Each focus person will spend the two minutes speaking on the topic, "My Dream House".

Adaptation

Use this Game of It format to give children practice solving math word problems.

Use it also when emotions are running high--when they all want to express their opinions on heated topics.

Use "My Dream House" as a Decision Time or learning center independent activity. Have the students find magazine pictures of rooms that they like.

(3) Accept.

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>
> "I understand what you are saying."
> "I understand why you feel that way."
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The Career Education concept of this activity might enter the academic curriculum along with any of the following subject matter concepts. The activity can also be used to introduce the concepts.

GRADE TWO

Math

1. Linear measure: inch, foot, and yard
2. Geometry: square, rectangle, triangle, circle, straight line, and square corner
3. Interpretation of a chart or diagram (Use a house plan or blueprint.)

Social Studies

1. Expression of ideas important to self
2. Taking turns
3. Different homes found in North America
4. North America: continent, countries, oceans, and climate

Health

1. Importance of friendly, outgoing attitudes toward others

Science

1. Weather and climate variations in North America

...continued

GRADE THREE

Math

1. Using a metric ruler
2. Writing fractions
3. Measuring objects to the nearest 1/2 inch and 1/4 inch
4. Comparing simple fractional numbers: greater than $>$, less than $<$, and is equal to $=$

Social Studies

1. Location of continents
2. Location of oceans
3. Dwellings of people in different cultures

GRADE FOUR

Math

1. Numerator
2. Denominator
3. Mixed numbers
4. Selection of appropriate measurement instrument
5. Linear units of metric measurement
6. Geometry: point, line, line segment, ray, angle, plane, right angle, obtuse angle, and acute angle
7. Perimeter: triangle, square, and rectangle
8. Area: square, rectangle, and triangle
9. Formula used to solve simple word problems

Social Studies

1. Map symbols
2. Map scale: measuring distance
3. Psychological effects of color and examples of this principle in public buildings

ACTIVITY TWENTY-SEVEN: TATE IMPROVEMENT PLAN

EDUCATORS' INFORMATION

Subject Matter Area Handwriting

Class Grouping Whole class

Total Time Ten minutes each day for a week

Concepts and Vocabulary Improvement

Educator's Preparation Tasks Prepare and post a chart of "TATE Improvement Plan" described in (d) below. Read through the entire activity and plan your handwriting periods for the week. Duplicate for each student a copy of Resource section page 114 or 115. (Decide which of your students may be ready for cursive and which will use manuscript.)

Materials/Resources Scotch tape

Skills Listening, comprehending, applying information to oneself, completion of work tasks, sustaining effort for several days on work task

> For this activity, the students will be selecting a method for improving their letter formations in the manuscript or cursive alphabet. They then will decide whether or not the method chosen was effective.
>
> The concept of self improvement could just as easily be applied to basic addition and subtraction facts in grades two and three; and with multiplication facts in grade four.

PROCESS

a. Pass out appropriate handwriting paper and have students print and/or write the alphabet for assessment. (Your choice will be determined by your feeling and curriculum guidelines about the optimum age for introducing the cursive alphabet.) Collect the papers. As you "correct" these assessments, circle those letters which were formed correctly by students.

b. During the next class period, return their corrected "tests" and a copy of the ALPHABET RECORD SHEET (Resource section page 114 or 115). Explain that the letters which you circled on their "tests" were formed correctly. Have them circle the corresponding letter on their copies of the APLHABET RECORD SHEET. As each of the remaining letters is learned, it will be circled also. They should put their names on the ALPHABET RECORD SHEET and tape it to the upper corners of their desks. (If the children do not have assigned desks, they may keep them with their other belongings.) The progress record should be accessible so students know exactly which letters they have mastered. Also, the letters can be practiced in small fragments of spare time.

c. Now we will ask the students to:
   1. pinpoint the trouble.
   2. select a method of improvement.

   Have the students look at the letters which remain uncircled Ask them to apply one of the following to each unlearned letter formation:

   a. "Show me again."
   b. "I'm stuck in one little place."
   c. "I'm not ready for manuscript/cursive yet."

d. Now divide the class into groups of five or six. To each group assign the task of devising an improvement plan for either (a), (b), or (c) above. Have them begin by brainstorming a list of ideas, regardless of how wild they are. Be sure each group has a recorder. Then have the students return to their seats and write or draw sketches of their plans for improvement.

Introduce the TATE Improvement Plan

1. T = Test yourself or have someone test you.

2. A = Act on test results. This includes getting extra help, starting all over, practicing more, finding a better place to work, and deciding when you might be ready to test again.

3. T = Test again to see how you're doing.

4. E = Evaluate your test to see if you need more work or are ready to go on.

Call attention to the chart as you speak:

TATE IMPROVEMENT PLAN
Test
Act
Test again
Evaluate

e. Allow students to work on the alphabet for about three class periods. Station at the chalkboard, or at the tables, those who have mastered all the letters. The remaining students can come to these "help stations" for remediation.

Allow the students to "test" themselves as they have planned. Correct their self-administered tests. If necessary, help them circle the letters they have mastered on their personal record sheets.

Adaptation

Use division or multiplication facts with older students who may have mastered letter formation.

Fast finishers might enjoy creating caricatures out of various alphabet letters. They will need drawing paper, crayons and pencils.

f. Point out that TATE is an acronym; that is, a word formed by taking the first or first few letters of several words. Give examples:

radar: radio detecting and ranging
Amway: American way
NATO: North Atlantic Treaty Organization
SALT: Strategic Arms Limitation Talks

Older students might enjoy creating their own acronyms. They might begin by naming a club by taking the first letter or first few letters of the member's names.

ACTIVITY TWENTY-EIGHT: HELP WANTED

EDUCATORS' INFORMATION

Subject Matter Area Language Arts or Social Studies

Class Grouping Small groups

Total Time One or two class periods

Concepts and Vocabulary Newpaper, classified ads, employers, jobs, tasks, job requirements

Educator's Preparation Tasks Re-read ACTIVITY SIX. Prepare a list of classroom jobs for children if you are not already using jobs as described in ACTIVITY SIX. Be sure you have included a brief description of each job.

Materials/Resources A large daily newpaper

Skills Contributing ideas in small work groups, tending to task, listening, comprehending, relating information to oneself

PROCESS

a. Introduce the newpaper to the class. Hold up each different section as you briefly describe its contents.

When you come to the Classified Ads, explain that these are used to help people find things they want. Read a few advertising merchandise, homes or apartments.

Explain that employers also use the Classified Advertisements to find workers for the jobs they have. Read a few advertising job openings.

b. Then present your list of classroom jobs and describe the tasks. It may look something like this:

Boardwasher	Messenger
Eraser Cleaner	Paper Collector
Shelf Straightener	Paper Passer
Wastebasket Passer	Plant Waterer

Host

Ask for student input on the job requirements and tasks: "Is there anything else that makes a good board washer?" or "Is there anything else that the board washer must do?".

c. Divide the class into small groups. Give to each one the name of the classroom job, for which they are to:

(1) list the requirements of the job, including skills related to tasks, and understandings. (For example, the Messenger's job requires an understanding of the school's room numbering system in order to be able to deliver messages.)

(2) write up a Want Ad for the job. Copy it on the sheet of newsprint to be posted for all to see.

> Set aside a "Help Wanted" corner of a board. Post occasional jobs, such as writing away for free materials. Invite the nurse, secretary, custodian, librarian, and principal to post available jobs. This kind of activity can provide enrichment for gifted students or stimulation and personalization for the students who need the extra encouragement.

> Use this opportunity to introduce the business letter. Have the students choose jobs and apply for them. Have them write letters describing the abilities they have which would qualify them for certain jobs.

ACTIVITY TWENTY-NINE: LEARN EVERYWHERE

EDUCATORS' INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, optional small groups

Total Time Two or three class periods

Concepts and Vocabulary Setting, settings, place, places, learning, brainstorm

Educator's Preparation Tasks Prepare and post a chart of guidelines for brainstorming in (a) below. Duplicate a copy for each student of resource pages 116 and 117. Prepare an acetate transparency of resource pages 116 and 117. Read through the entire Activity and plan for necessary adaptations.

Materials/Resources Large piece of poster paper captioned "Places/Settings" a felt-tipped pen, an over head projector (optional), scissors, paste

Skills Relating information to oneself, classifying information, cutting, pasting, following directions

PROCESS

> Children may feel that "learning" consists of only those things we "find out" about in a school setting. This activity is designed to help expand their perceptions of "learning" and the settings where relevant learning can occur. It will help add validity to on-the-job training, which is sometimes the main preparation for certain occupations. It will also add importance to the on-the-job learning which all workers must do. Also, workers learn on the job when they change jobs. On-the-job learning helps us keep up with technological change.

a. With the class brainstorm a list of places they go. Write their responses on the poster paper as they suggest them in rapid-fire style. Direct their attention to the posted guidelines for brainstorming.

1. Try for lots of ideas.
2. Don't judge the ideas.
3. Let the ideas be wild.
4. Use the ideas of others.

b. This step defines the word "setting" for the students.

When they are running out of ideas, point to the title of the poster: "Places/Settings". Tell them that we find ourselves in many different settings every day. Tell them that in the setting of the school we learn many things. But school is not the only place, or setting, where learning takes place.

c. Explain that, in order to see some of the places or settings where learning occurs, we will look first at all the kinds of things that can be learned.

Distribute copies of WHAT WE CAN LEARN (Resource section page 116). If you have an overhead projector, use your transparency of this page to present all the information on it. As you discuss each box on the page, you may want to ask students to think of a corresponding example. The students will cut apart the boxes on this page and paste them in the categories they choose on WHERE WE CAN LEARN (Resource section page 117).

d. Now distribute copies of Resource section page 117. Use your transparency and point to each heading as you read it. Tell them to cut only one box at a time from page 116 so that none get lost. There are no "right" answers in this activity: our individual learning styles vary. Have the students put their names and today's date on their completed copies of Resource section page 117.

e. Process this activity by having students compare their completed sheets either in small groups or as they tape them up in a designated spot.

Leave the sheets up for a time and urge students to compare the various answers in their free time.

Adaptation

For young students you may want to use only some of the boxes on Resource section page 116.

ACTIVITY THIRTY: SPIN-OFFS

EDUCATORS' INFORMATION

Subject Matter Area All areas

Class Grouping Groups of six or eight

Total Time One class period

Concepts and Vocabulary Expanding interests, one interest can lead to other interests

Educator's Preparation Tasks Prepare and post the chart described in (a) below.

Materials/Resources An empty soda bottle for each group

Skills Listening, comprehending, relating information to oneself

> "Me, Myself, and Maybe" from Bread and Butterflies is a film about a young girl who overcomes her reticence to try something new. It pays off for her. This would be a good film for your students to see to extend the concept that interests can be expanded. See Bread and Butterflies: A Curriculum Guide for Teachers for more ideas.

PROCESS

a. Divide the students into small groups. Give to each group an empty soda bottle. Instruct the students to take turns spinning it. The person to whom the bottle top points completes the stem: I like to _____. The person to whom the bottle bottom points completes the stem: This interest could lead to _____.

Call their attention to the chart you have posted:

RELATED INTERESTS
1. I like to _____.
2. This interest could lead to _____.

b. Give the students some examples:

I like to read comics.

This interest could lead to comic book collecting.

I like to play baseball.

This interest could lead to watching baseball games on television.

I like to play the piano.

This interest could lead to playing the organ (or another instrument).

c. Process the activity by asking students to think of their favorite things to do. Then ask for a volunteer to relate that interest to a school subject matter area where skills can be learned to enhance it.

RESOURCE SECTION

The pages in this section include the orginals for:

(1) acetate (overhead projector) transparencies.

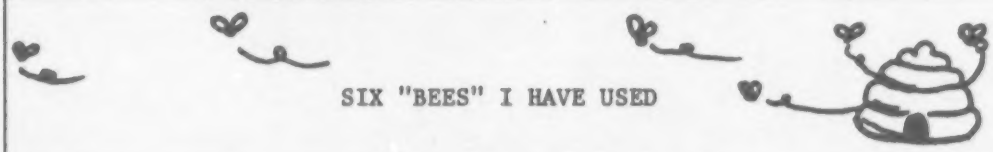
(2) student "hands-on" materials.

The pages are printed on white paper so you can put them through your Themorfax copying machine. This machine will reproduce either an acetate transparency or a spirit duplicator ("ditto") master, ready to use.

1. Cut.
2. Paste strips together.
3. Draw and color.
4. Paste the long strips to sticks.

Suggested for use with
ACTIVITY THREE

Put paste in this box. Attach this to your stick.



SIX "BEES" I HAVE USED

1. Be a good listener.

Then others will listen to you.

2. Be prepared.

Know what you're talking about.

3. Be confident.

You have a right to your opinion.

Suggested for use with
ACTIVITY THREE

Put paste in this box. Attach this strip to the other one.
4. Be sincere. Mean what you say.
5. Be understandable. Say what you mean and say it clearly.
6. Be tactful. Say something the way you would like to hear it.
Put paste in this box. Attach this to your other stick.

Suggested for use with
ACTIVITY FOUR

LEADERS

Suggested for use with
ACTIVITY FOUR

LISTENERS

Suggested for use with
ACTIVITY FIVE

When I did not win, I . . .

☐ . . . felt hate for all competition.

☐ . . . felt hate for all winners.

☐ . . . wanted to keep others from winning too.

☐ . . . wished others would fail too.

☐ . . . felt hate for myself.

☐ . . . promised myself I wouldn't fail next time because I wouldn't try.

☐ . . . promised myself I wouldn't fail next time. I felt like hurting someone.

☐ . . . promised myself I wouldn't fail next time. I felt like destroying something.

☐ . . . _____
_____
_____

☐ . . . _____
_____
_____

Suggested for use with
ACTIVITY SIX

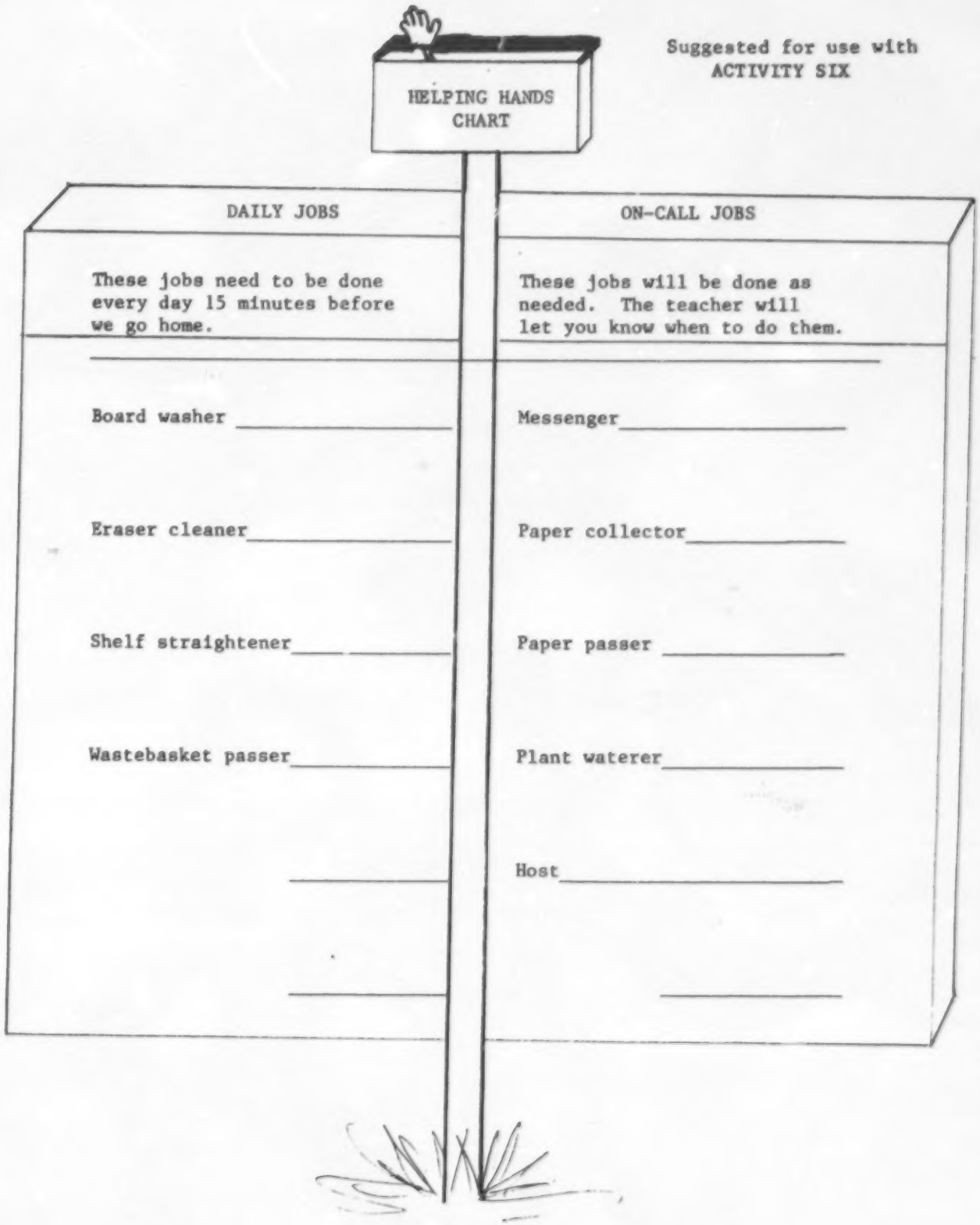
ESSENTIALS OF FAMILY MEETINGS[1]

GCCG Developmental Levels*	Guidelines for Family Meetings	Pitfalls to Avoid
(K-1)	1. Meeting at a regularly scheduled time.	1. Meeting only to handle crises; skipping meetings; changing meeting times.
(K-1)	2. Treat all members as equals. Let everyone be heard.	2. Dominating by members who believe they have more rights.
(2-6)	3. Use reflective listening to encourage members to express their feelings and beliefs clearly.	3. Failing to listen to and encourage each other.
(2-4)	4. Pinpoint the real issues. Avoid being sidetracked by other issues.	4. Dealing with symptons (such as bickering and quarreling) instead of the purposes of the behavior.
(K-6)	5. Encourage members by recognizing the good things happening in the family.	5. Focusing on complaints and criticisms.
(K-1)	6. Remember to plan for family fun and recreation.	6. Limiting the meetings to job distribution and discipline.
(2-4)	7. Agree upon the length of the meeting and hold to the limits established.	7. Ignoring established time limits
(2-4)	8. Record plans and decisions. Post the record as a reminder.	8. Failing to put agreements into action.

1. Dinkmeyer & McKay, 1976, p. 104

*Georgia Comprehensive Career Guidance Developmental Levels

Suggested for use with
ACTIVITY SIX



Suggested for use with
ACTIVITY SIX

AGENDA

for

_____, 19

Sign up to be on the class meeting agenda.

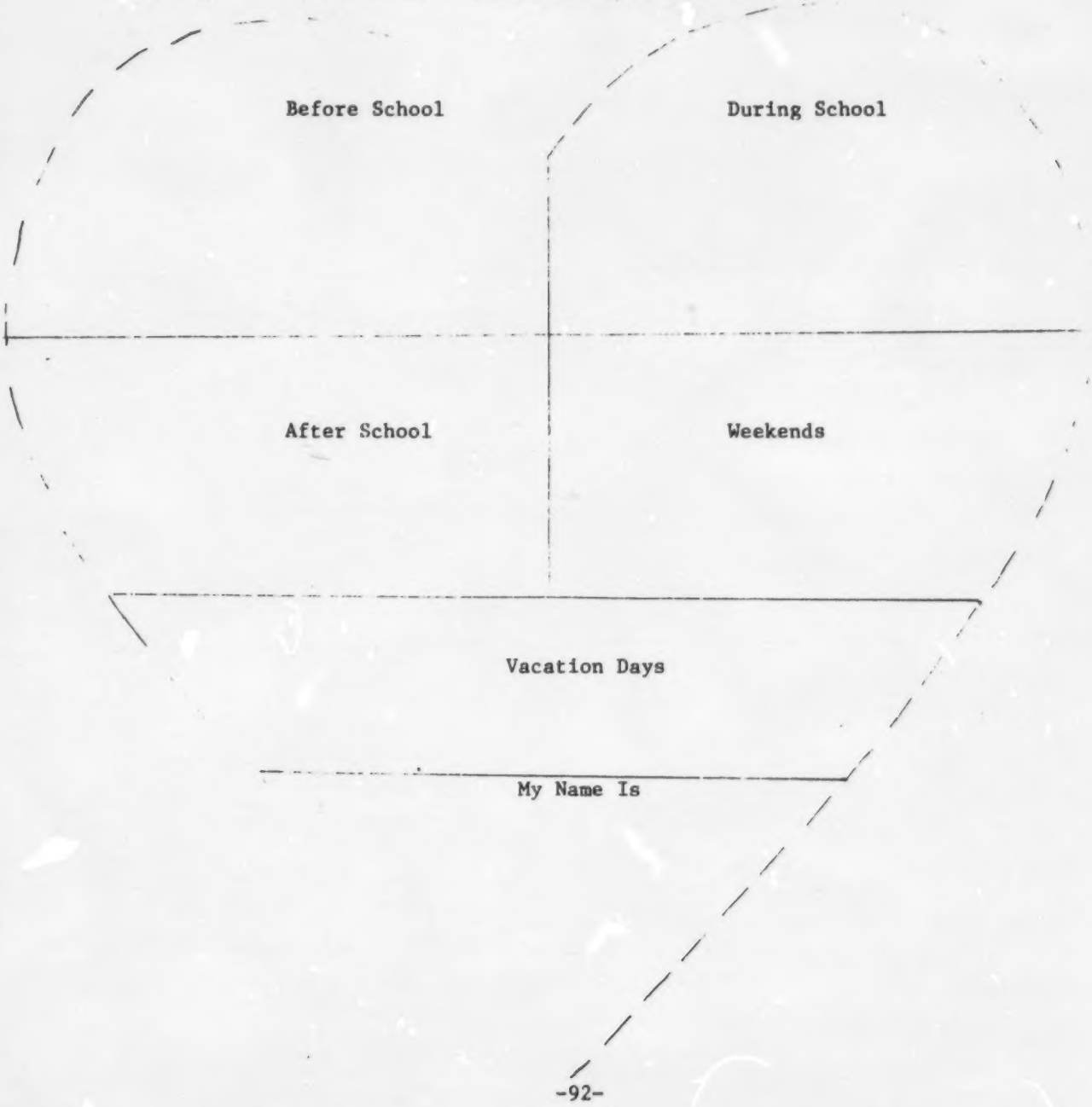
OLD BUSINESS	NEW BUSINESS
Something we have talked about	Something we have <u>not</u> talked about

Suggestions for use with
ACTIVITY SEVEN

Draw, color, and cut.

WANNAS AND FEELGOODS

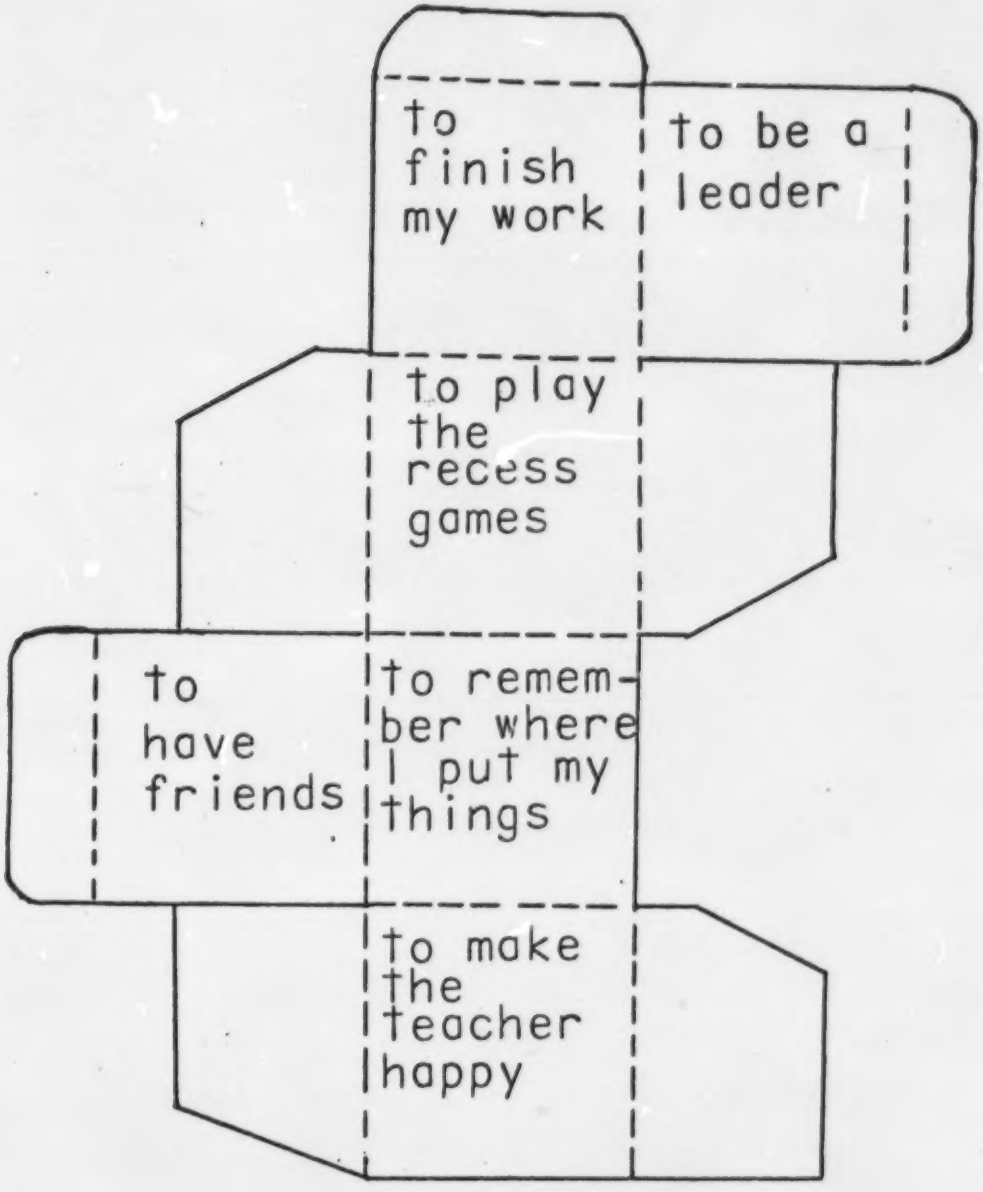
Things I do just because I want to (wanna).
Things I do just because doing them makes me feel good.



Suggested for use with
ACTIVITY EIGHT

Cover both completed dice with clear adhesive paper to preserve them. Learners can roll the die or can spin it by pressing with the index finger on the top edge nearest them. This keeps the die from falling off the desk.

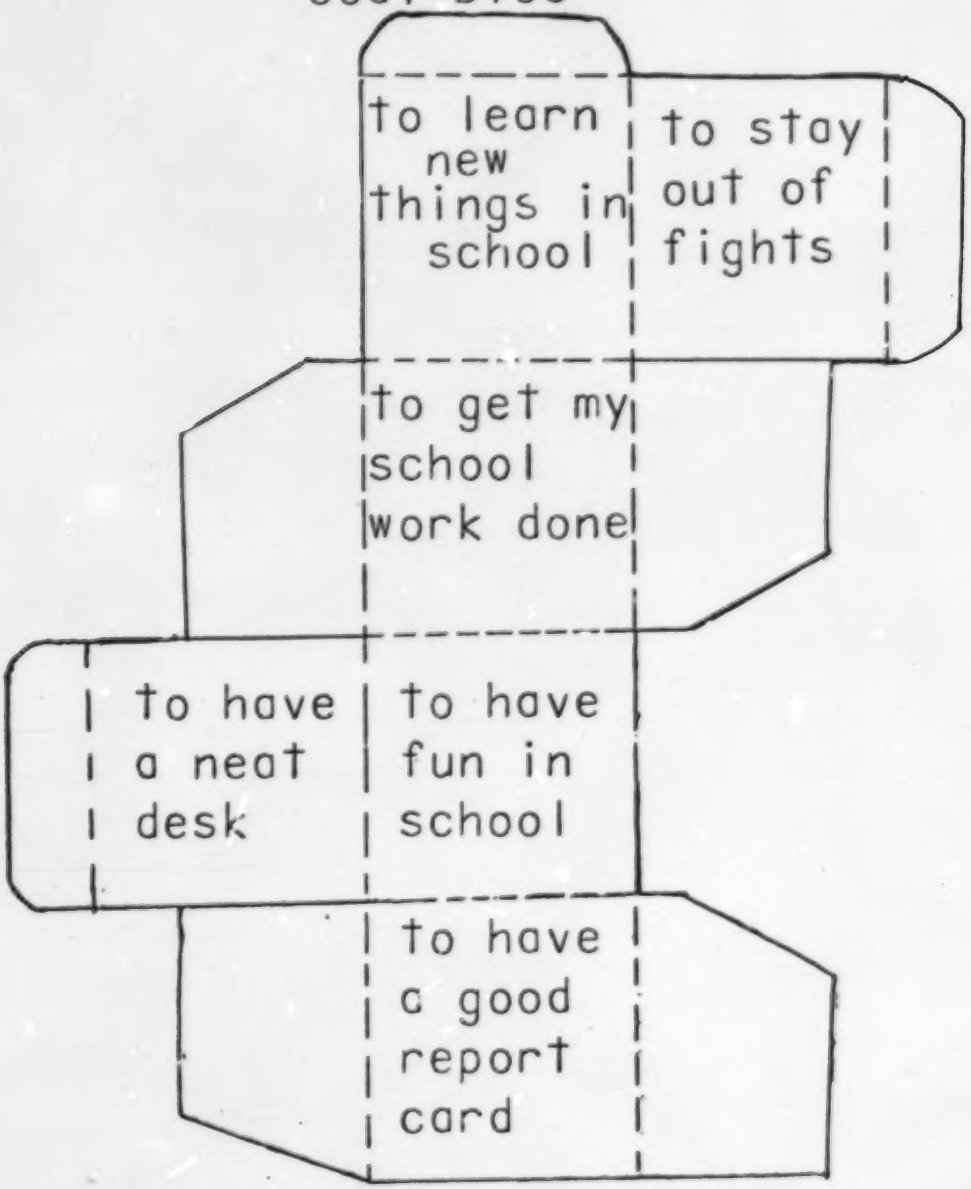
Goal Dice


to finish my work
to be a leader
to play the recess games
to have friends
to remember where I put my things
to make the teacher happy

Suggested for use with
ACTIVITY EIGHT

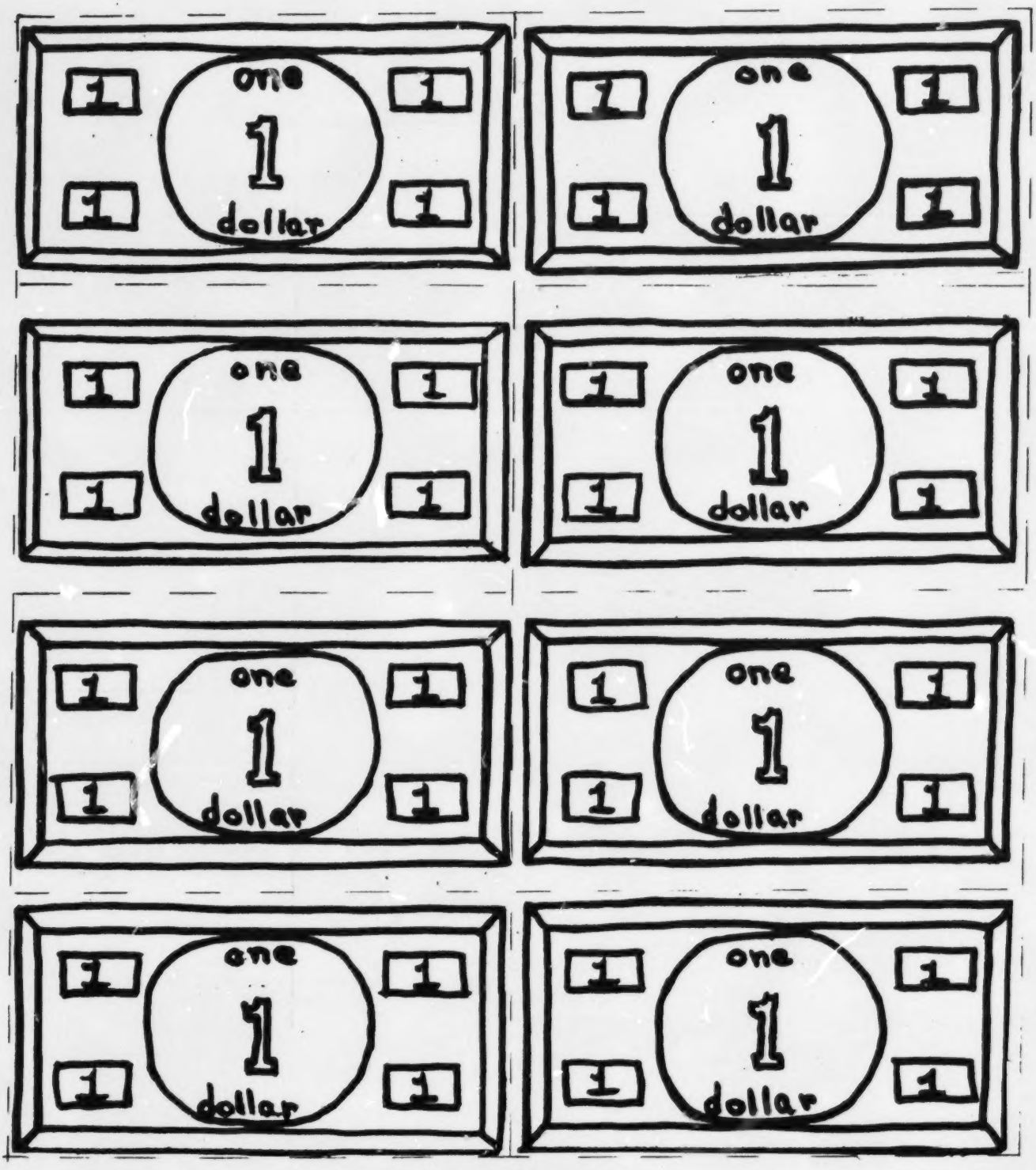
Cover both completed dice with clear adhesive paper to preserve them. Learners can roll the die or spin it by pressing on the top edge nearest them. This helps to keep the die off the floor.

Goal Dice


to learn new things in school
to stay out of fights
to get my school work done
to have a neat desk
to have fun in school
to have a good report card

CUT APART THE DOLLARS

Suggested for use with
ACTIVITY TEN



Suggested for use with
ACTIVITY TEN

EXPENSE CARDS

(1) TAXES AND SOCIAL SECURITY $240.00	(2) FOOD $200.00
(3) CLOTHING $ 50.00	(4) SHELTER $250.00
(5) INSURANCE $ 45.00	(6) HOUSEHOLD UPKEEP $ 20.00
(7) PERSONAL UPKEEP $ 20.00	(8) DOCTOR $ 25.00

Suggested for use with
ACTIVITY TEN

EXPENSE CARDS

(9) DENTIST $ 25.00	(10) OPTOMETRIST $ 10.00
(11) GIFTS $ 10.00	(12) RECREATION AND HOBBIES $ 20.00
(13) UTILITIES $ 35.00	(14) TRANSPORTATION $200.00
(15) SAVINGS $ 50.00	(16) CANDY AND TREATS $ 10.00

Suggested for use with
ACTIVITY ELEVEN

LETTER TO THE PARENTS

January 3, 1977

Dear Parents,

This year we are involved in a new program - Career Guidance. Through this program we are looking at work, leisure, family member and citizen roles. Are are also examining:

- the interdependence of people;
- the interrelationship of school and work;
- the relevance of school subject matter to tasks students are or will be performing.

We want the students to see that school subjects are useful to adults in the real world. Would you be willing to come to school and talk to my class? I need people to tell the students about citizen activities.

Bring any special equipment, materials, or articles of clothing you use as a citizen. Then tell us about how you volunteer your time as a citizen in our community. Then tell us how you use math and language arts skills in your community life. A good length would be 20-30 minutes.

If you would like to come, please fill out the attached form and send it to school with your child. I will then contact you by telephone to make the final arrangements.

Many, many thanks for saying you'll come.

Sincerely,
Kent Waite
Kent Waite

Suggested for use with
ACTIVITY ELEVEN

RESPONSE FORM

Name: Mother _____ Father_____

Child's Name: _____

I will speak about math and communcations skills I use as:

_____ Voter

_____ Volunteer Worker

_____ Elected Worker

_____ Property Owner

_____ Ordinance- and Law-abiding Citizen

_____ Church Member

_____ Contributor (of things and money)

_____ Club Member

_____ Other

The best times for me to come would be:

1. _____

2. _____

3. _____

My telephone number/numbers are:

_____

Suggested for use with
ACTIVITY TWELVE

WORKING TOGETHER TO GET THE WORK DONE

OBJECTIVE

In reading group today, my group will try to finish our:

_____ Worksheet _____ Seatwork

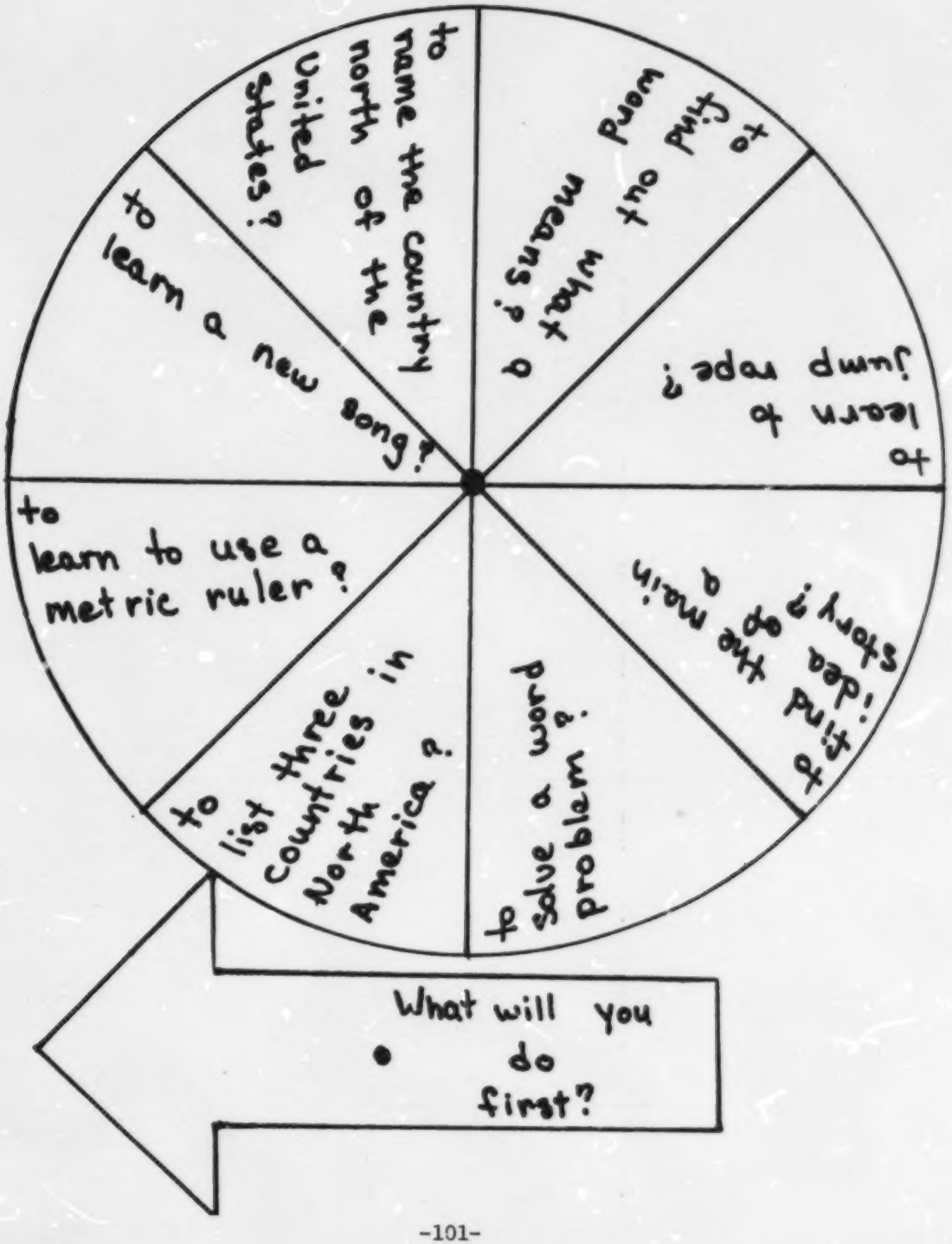
_____ Workbook pages _____ Story

_____ Story discussion _____ Other

HOW I HELPED (Write or draw)	HOW OTHERS HELPED (Write or draw)

Suggested for use with
ACTIVITY FOURTEEN

WHAT WILL YOU DO FIRST?


to name the country north of the United States?
to find out what a word means?
to learn to jump rope?
to find the main idea of a story?
to solve a word problem?
to list three countries in North America?
to learn to use a metric ruler?
to learn a new song?
What will you do first?

Suggested for use with
ACTIVITY FOURTEEN

WHAT WILL YOU DO FIRST?

to clean your room ?
to feed your dog ?
to clean your desk ?
to do your math ?
to call a friend on the telephone ?
to dry the dishes ?
to wash the chalkboards ?
to get the table ?
What will you do first ?

Suggested for use with
ACTIVITY SIXTEEN

INTERVIEW STARTER QUESTIONS

(1) What equipment do you use?

(2) Where does the activity take place?

(3) Can you do this alone?

(4) Can you do this with someone?

(5) Do you wear special clothing?

(6) How much does this activity cost?

(7) Is it expensive?

(8) What skills do you need for this activity?

(9) When do you do this activity?

(10) Why do you like this activity?

(11) Does it help you do better in your work?

Suggested for use with
ACTIVITY NINETEEN

JOB HISTORY OF _____

PRESENT JOB _____

	Job	Ages
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

Suggested for use with
ACTIVITY TWENTY

INTERESTS AND ABILITIES

_____ _____

(Work Role) (Name)

INTERESTS Job 1. Job 2. Job 3. Job 4.
ABILITIES Job 1. Job 2. Job 3. Job 4.
JOBS NOT RELATED TO THIS PERSON'S ABILITIES Job 1. Job 2. Job 3. Job 4.

Suggested for use with
ACTIVITY TWENTY-ONE

MATCHING

Match by drawing lines.

WHAT I DO FREELY	WHAT I VALUE
1. I will do my jobs at home...	because I want to have friends.
2. I will not spend my lunch money on candy...	because I want everyone to be honest.
3. I will send a friend a birthday card...	because my family is important to me.
4. I will not lie for my friends...	because I want my parents to trust me.
5. I will not litter...	because I respect the property of other people.
6. I will not damage it on purpose...	because I feel everyone needs to be loved.
7. I will return the pencil I borrowed...	because I feel that we are all equal.
8. I will do something for a lonely person...	because I feel that the environment needs to be clean.
9. I will play a game by the rules...	because I like to play on the merry-go-round at recess.

Suggested for use with
ACTIVITY TWENTY-THREE

BRAINSTORMING TOPICS

ways to make new friends

ways to make learning more fun

fun things to do in our spare time

ways to make our school more beautiful

ways to make school more fun

ways to make Halloween more scary

ways to have fun at a party

ways to make the lunchroom more fun

ways to make the playground more fun

Suggested for use with
ACTIVITY TWENTY-THREE

CONSEQUENCES OF ALTERNATIVES

What I must decide: How will I get, from where I am now in the classroom, into the hall?

An alternative is:	A possible consequence is:	Another possible consequence is:
(sample) to climb out the window, drop to the ground, walk around to the front door, and use the stairs.	(sample) I will hurt myself jumping because we are on the second floor.	(sample) people might never trust my judgement again if I jump out the second-floor window just to get to the hallway.
An alternative is:	A possible consequence is:	Another possible consequence is:
An alternative is:	A possible consequence is:	Another possible consequence is:

Suggested for use with
ACTIVITY TWENTY-FIVE

WORK SKILLS SELF-ASSESSMENT

Name _____

First Date _____ Make a red X.

Second Date _____ Make a green X.

	Never	Hardly Ever	Sometimes	Usually	Always
1. I get my mind ready to work.					
2. I listen to directions.					
3. I ask questions when I don't understand.					
4. I find a suitable place to work.					
5. I gather materials before I begin.					
6. I work at a steady pace.					
7. I find out when my work must be finished.					
8. I write so it's readable.					
9. I can use a dictionary when necessary.					
10. I finish my work.					

Suggested for use with
ACTIVITY TWENTY-FIVE

WORK SKILLS I USE

Name _____

Occupation _____

	Never	Hardly Ever	Sometimes	Usually	Always
1. I get my mind ready to work.					
2. I listen to directions.					
3. I ask questions when I don't understand.					
4. I find a suitable place to work.					
5. I gather materials before I begin.					
6. I work at a steady pace.					
7. I find out when my work must be finished.					
8. I write so it's readable.					
9. I can use a dictionary when necessary.					
10. I finish my work.					

Suggested for use with
ACTIVITY TWENTY-FIVE
(Optional)

WORK SKILLS SELF-ASSESSMENT

First time: Use red.
Second time: Use green.

	Seldom 20% of the time	Sometimes 40% of the time	Frequent 60% of the time	Usual 80% of the time	Always 100% of the time
1. I get my mind ready to work.					
2. I listen to directions.					
3. I ask questions when I don't understand.					
4. I find a suitable place to work.					
5. I gather materials before I begin.					
6. I work at a steady pace.					
7. I find out when my work must be finished.					
8. I write so it is readable.					
9. I can use a dicationary when necessary.					
10. I finish my work.					

Suggested for use with
ACTIVITY TWENTY-SEVEN

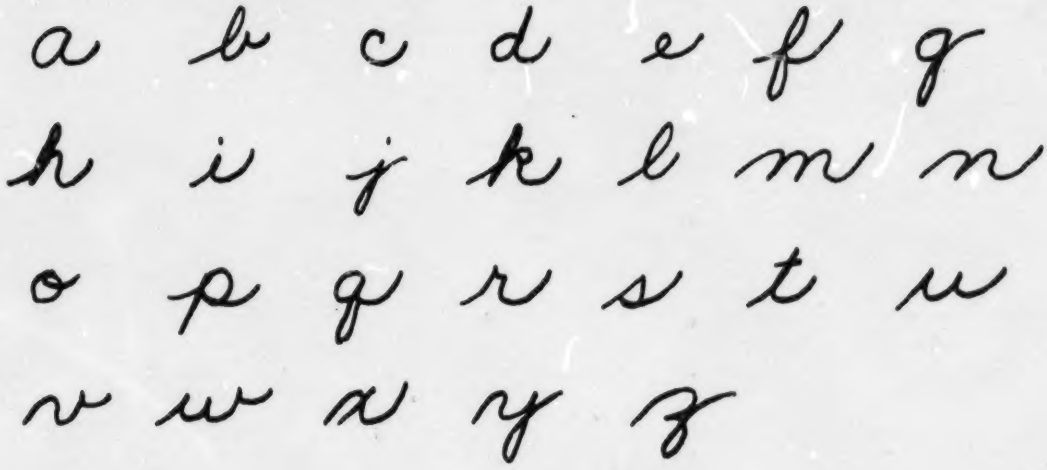
ALPHABET RECORD SHEET

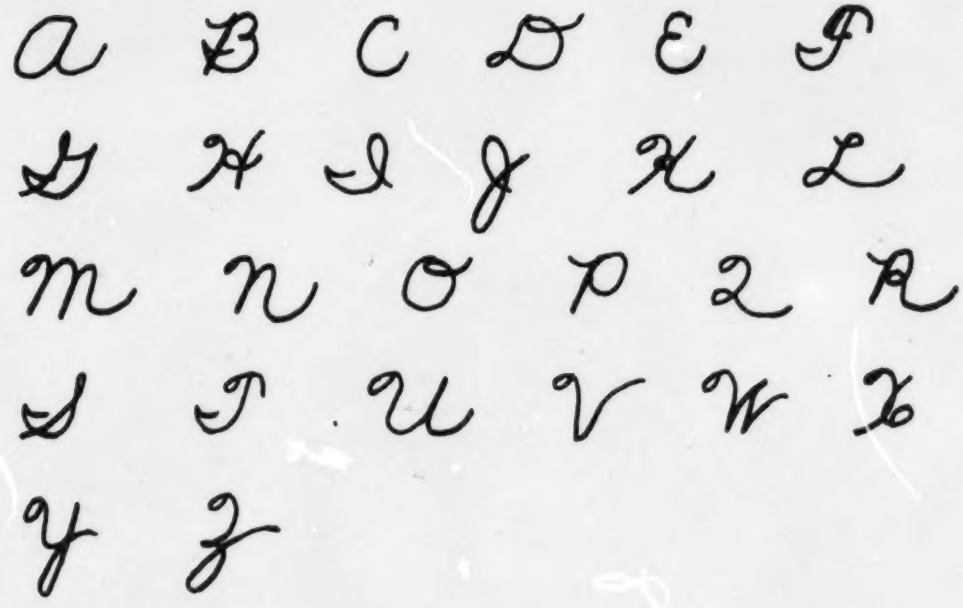
a b c d e f g h i j
k l m n o p q r s t
u v w x y z

A B C D E F G H
I J K L M N O P
Q R S T U V W X
Y Z

Suggested for use with
ACTIVITY TWENTY-SEVEN

ALPHAbET RECORD CHEET





Suggested for use with
ACTIVITY TWENTY-NINE

Cut on the --- lines

WHAT WE CAN LEARN

how to make plans	how to do things	how to earn money	how to take care of things
how to get along with people	how to make decisions	how to use money	how to take care of ourselves
how things work	how to use numbers	how to use language	how to be responsible
how to set goals	how to make life better	how to solve problems	how to make things
how to feel good about ourselves	how to feel good about others	how to do hobbies	how to get information
how to express our feelings			

Suggested for use with
ACTIVITY TWENTY-NINE

Paste your boxes on this sheet.

WHERE CAN WE LEARN			
home	school	church	my friend's house

playground	community center	store	club meeting

APPENDIX A

TEACHING POINTS FOR INTERPERSONAL EFFECTIVENESS

Activity	Georgia Goal	Human Relations Skills
1	A. Behavior Affects Behavior	The students will describe a variety of verbal and nonverbal responses.
2	B. Friendship	The students will describe elements of establishing and maintaining friends.
3	C. Expressing Opinions and Beliefs	The students will describe methods of self-expression that encourage others to listen.
4.	D. Acceptable Behaviors In Groups	The students will describe behaviors of leaders and listeners.

Activity	Georgia Goal	Relating With Significant Others
5	E. Competitiveness and Cooperativeness	The students will examine the effects of competitiveness.
6	F. Family Relationships	The students will understand the process of establishing effective family relationships.

Activity	Georgia Goal	Self Validation
7	G. Worthwhileness	The students will describe ways to attain feelings of worthwhileness.
8	H. Control Over Self and Environment	The students will define goal-directed behaviors as a means of control.
9	I. Individual Differences	The students will examine, classify, and compare strengths.

APPENDIX B

TEACHING POINTS FOR WORK AND LIFE SKILLS DOMAIN

Activity	Georgia Goal	Daily Living Skills
10	A. Consumer Skills	The students will be aware of daily living expenses of consumers.
11	B. School Relevance	The students will describe the relevancy of school experience to the role of citizen.

Activity	Georgia Goal	Task Employability and Responsibility
12	C. Dependency in Task Accomplishment	The students will identify work-related objectives. The students will identify contributions of self and others.
13	D. Value from Tasks Well Done	The students will describe personal feelings following task accomplishment.
14	E. Purpose and Steps of a Task	The students will identify the first step in tasks.
15	F. Personal Characteristics and Job Fields	The students will be able to identify various occupations and a necessary personal characteristic.

Activity	Georgia Goal	Work and Leisure Environments
16	G. Work and Leisure Activities	The students will define "leisure".
17	H. Respect for Work Done Well	The students will describe respect as a reward for contributions and work well done.
18	I. All People Work	The students will be aware of the work of members of the school community.
19	J. Work Roles Change/ Multiple Roles	The students may be aware that a person may change work roles.
20	K. Interests and Abilities Related to Job Clusters	The students will identify groupings of work roles that involve similar interests and abilities.

APPENDIX C

TEACHING POINTS FOR LIFE CAREER PLANNING DOMAIN

Activity	Georgia Goal	Planning Skills
21	A. Attitudes and Values Affect Decisions	The students will describe the relationships between values and actions.
22	B. Decisions Made by Self and Others	The students will describe ways in which their lives are influenced by decisions they make.
23	C. Alternative Decision-Making Courses	The students will define and generate alternatives and their consequences.
24	D. Planning versus Trial-and-Error	The students will evaluate planning and trial-and-error task approaches.

Activity	Georgia Goal	Educational Environment
25	E. Demonstrating Effective Study and Learning Skills	The students will evaluate their work patterns. The students will set goals for changing unproductive work behaviors.
26	F. Using Listening and Speaking Skills	The students will develop active listening skills.
27	G. Individual Ability, Progress, and Methods of Improvement	The students will define a method of improvement.

Activity	Georgia Goal	Self Understanding
28	H. Individual Abilities Aid in Task Accomplishment	The students will correlate their own strengths with the requirements of tasks.
29	I. Learning in Life Situations	The students will describe a variety of life settings. The students will describe skills which may be learned in each setting.
30	J. Clarifying and Expanding Interests and Capabilities	The students will define potential areas of interest expansion.

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